Northwest Regional Educational Laboratory

EVALUATION REPORT

IDAHO CHARTER SCHOOLS
Program Report
Year Five (2003-2004)

Prepared by

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Elke Geiger
Judith Devine

September 15, 2004

Northwest Regional Educational Laboratory
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FACTS OF IDAHO CHARTER SCHOOLS

Charter school law passed in Idaho: 1998.

Number of charter schools: 8 in 1999-2000; 9 in 2000-01; 11 in 2001-02; 14 in 2002-03; and 16 in 2003-04.

Number of charter school students: 1,000 in 1999-2000; 1,067 in 2000-01; 1,476 in 2001-02; 3,100 in 2002-03; and 4,790 in 2003-04, which is about 2 percent of Idaho public school students (252,037).

Largest Idaho charter school: Idaho Virtual Academy (1,687 students in 2003-04).

Smallest Idaho charter school: Blackfoot Community Charter School (60 students in 2003-04).

Most popular education programs offered in Idaho charter schools: Character Education (85 percent) and Hands-on Experiences (77 percent).

Average student-to-teacher ratio in non-virtual charter schools: 19-to-1; district average is 17-to-1.

Percentage of charter school board members who are parents with children in charter schools in 2003-04: 49%.

Most important reasons for working at charter schools as reported by teachers: high emphasis on academics and on educational programs.

Most frequently cited reason for attending charter schools by students: parents' preference.

EXECUTIVE SUMMARY

Over the past five years, the Northwest Regional Educational Laboratory has collected a significant amount of data from Idaho charter schools through self-reporting profiles, surveys, and site visits as part of a contract with Idaho Department of Education. Analysis of the data provides a clear picture of the status of Idaho charter schools and their successes and challenges.

Focus Areas

The evaluation focused on three areas: **accountability** (Did the charter schools accomplish what they proposed in their charter mission statements and goals?), **student performance** (Did students meet the achievement levels proposed in their charter school petitions?), and **uniqueness** (What makes a charter school in Idaho unique?).

Accountability

The number of charter schools in Idaho increased from eight in 1999-2000 to 16 in 2003-2004; during this time student enrollment increased from 935 to 4,796. Nineteen charter petitions had been approved by 2003-2004, however, one never opened and two were revoked. According to data reported by the 16 operating charter schools in 2003-04, 89 percent of organizational goals set by the charters in their petitions were met (50 percent) or exceeded (39 percent); 9 percent of these goals were partially met; and only 2 percent were not yet addressed.

Student Performance

The 2003-2004 data (self-reported by the schools) show that 83 percent of student performance goals were met (68 percent) or exceeded (15 percent), and 17 percent of the goals were partially met. All charter schools used multiple tools to assess student academic performance in compliance with state assessment requirements.

Uniqueness

Idaho is one of several states that allow virtual learning as an option for delivery of instruction. In 2003-04, approximately 43 percent of Idaho's 4,796 charter school students were served by two virtual schools (Idaho Virtual Academy and Idaho Virtual High School) online. Character education and hands-on experiences are part of the curriculum for most charter schools in this study.

Idaho's charter schools enjoy strong support from the local communities they serve. Parental involvement is common and, in fact, is expected as part of their charter schools' operation, with some parents actually doing voluntary teaching. Teachers in charter schools have a high level of commitment and frequently mention joining charter school faculties because of the ability to explore new educational ideas. Students were positive

about their experience in charter schools citing individual attention from their teachers and timely feedback on their academic performance.

Challenges

As Idaho charter schools are on their way to maturity, they face a series of challenges:

- About 50 percent of charter schools in Idaho are operating in temporary facilities. It is still an uphill struggle for these schools to find permanent facilities. Some temporary facilities are crowded and limiting to student learning activities.

- Some charter schools still have difficulty defining who they are and how they are different from their district schools. There is still lack of understanding in the community that charter schools are public schools.

- Even though charter schools were designed to be autonomous in many respects, the relationship with or the support they could get from their sponsoring school districts could be crucial on a number of fronts, such as facility, lunch program, transportation, and purchasing. More discussions are needed at various levels regarding district roles in supporting charter schools and the ways in which charter schools could involve their district effectively in operating their schools.

- A strong need exists for technical assistance for these charter schools in their leadership and governance in handling such issues as budgeting, personnel policies, and community relationships.

- Founding parents have been instrumental in setting up their charter schools. These schools have thrived on their enthusiasm and dedication. As children of these founding parents leave charter schools, it will be a challenge to sustain that level of enthusiasm and dedication, particularly when the success of the school is dependent upon them.

INTRODUCTION

This document is the report of an evaluation of the Idaho charter schools program conducted by the Northwest Regional Educational Laboratory (NWREL), under contract with the Idaho Department of Education. It is the final annual report in a five-year study of the program. This report contains comprehensive school profiles; case studies of the three newest schools; and surveys administered to teachers, students, and parents of each charter school. The report also compares data among schools, discusses technical assistance needs, notes trends over time, and makes conclusions about the charter school program.

Charter Schools in Idaho

Idaho passed a charter school law in 1998, becoming the 31st state with such a law in the country. The growth in the number of charter schools has been slow but steady since then. Between July 1998 and the 2003-2004 school year, 19 charter petitions had been granted by local school boards. Of these, one developer never opened the school and two charters were revoked by the authorizing school districts.

This report includes the 16 that were operating the during 2003-2004 school year. Most are very close to large population centers (see Figure 1). Idaho's 16 charter schools currently serve 4,796 students, a more than 50 percent increase from last year's total student enrollment of 3,100. Nationally, approximately 2,996[1] charter schools are in operation. Table 1 summarizes starting year, grade level, and students enrolled in 2003-04.

[1] *Annual Survey of America's Charter Schools 2003–2004*, Center for Education Reform (CER).

Figure 1. Location of Charter Schools Within Idaho

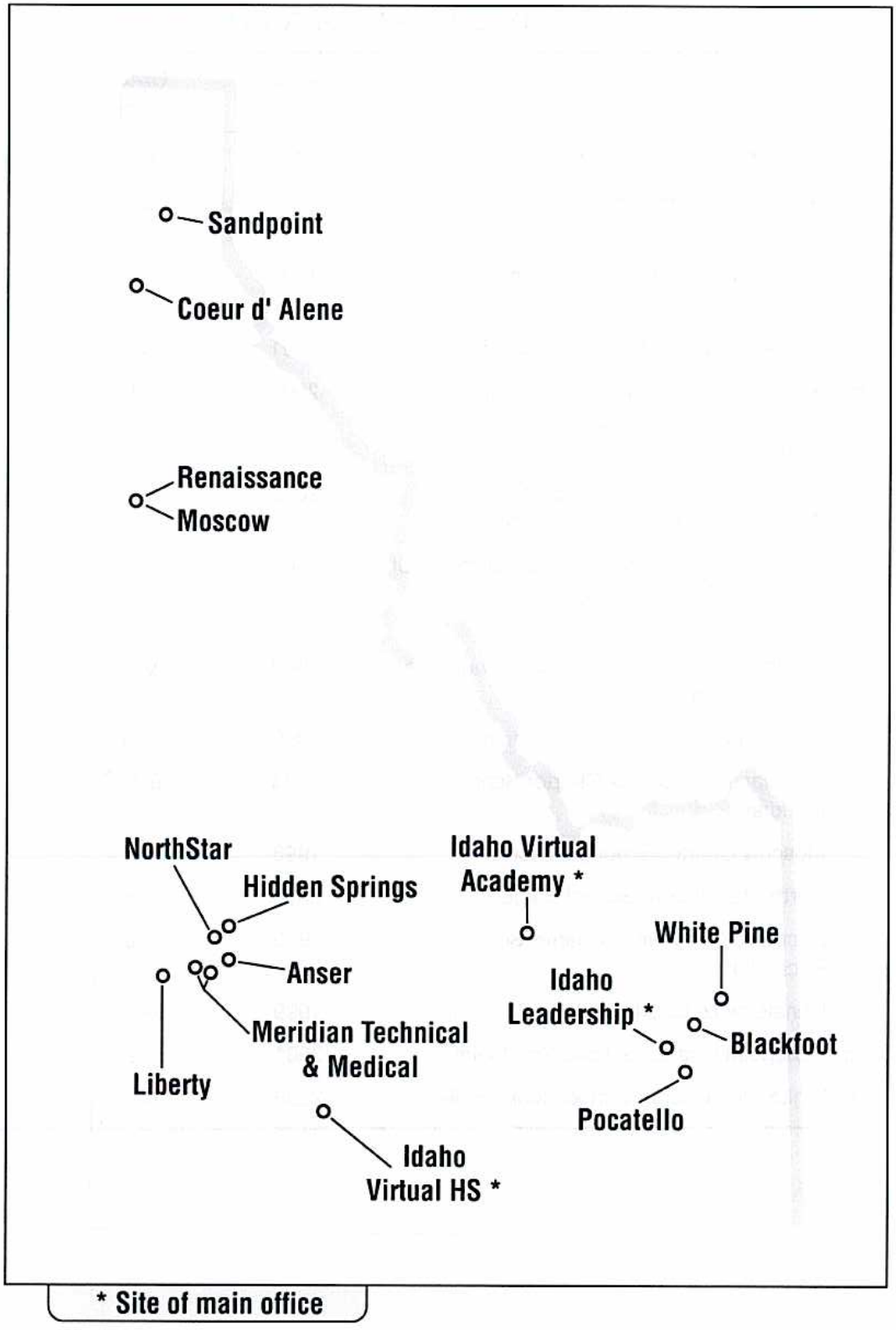


Table 1. Starting Years, Grade Levels, and 2003-04 Student Enrollment of Idaho Operating Charter Schools

	Name	Starting Year	Grade Level	Students Enrolled
1.	Anser Charter School, Boise	1999	K-6	144
2	Blackfoot Community Charter School, Blackfoot	2000	K-5	60
3.	Coeur d'Alene Charter Academy, Coeur d'Alene	1999	6-12	383
4.	Hidden Springs Charter Schools, Boise	2001	K-9	372
5.	Idaho Leadership Academy, Pingree (serving students in 12 districts in eastern Idaho)	2002	9-12	120
6.	Idaho Virtual Academy, headquartered at Arco (serving students statewide)	2002	K-12	1,687
7.	Idaho Virtual High School headquartered at Mountain Home (serving students statewide)	2002	9-12	378
8.	Liberty Charter School (formerly known as Nampa Charter School, Nampa)	1999	K-12	347
9.	Meridian Charter School, Meridian	1999	9-12	200
10.	Meridian Medical Arts Charter School, Meridian	2003	9-10	135
11.	Moscow Charter School, Moscow	1998	K-6	110
12.	North Star Charter School, Eagle	2003	K-8	263
13.	Pocatello Community Charter School, Pocatello	1999	K-8	182
14.	Renaissance Charter School, Moscow	1999	K-12	94
15.	Sandpoint Charter School, Sandpoint	2001	7-9	126
16.	White Pine Charter School, Idaho Falls	2003	K-6	195

METHODOLOGY

Guiding Questions and Philosophy of the Evaluation

Sixteen charter schools in Idaho offer unique learning opportunities and expanded educational choices to 4,796 students. They also offer opportunities for educators to play new roles and test new forms of school governance. The ultimate success of charter schools in Idaho is, and will be, reflected in their ability to make progress toward the educational mission and goals by which they have agreed to be held accountable, as well as their impact on public education reform. Data collection and reporting is a critical step in the successful demonstration of the accountability and impact of charter schools in Idaho.

NWREL used three questions[2] to guide the collection, analysis, and reporting of data:

1. Did the charter schools accomplish what they proposed, based on their mission and goals?

2. Did their students meet the achievement levels proposed in their charter school applications?

3. What makes charter schools in Idaho unique?

The evaluation process is guided by the notion that it should be done *with* rather than *to* the stakeholders of a charter school. It must meet the needs of the various stakeholders of each charter school, as well as those of the Idaho Department of Education. For this reason, administrators, teachers, parents, and students from each school have been included in the process, and the staff members of the Idaho Department of Education were involved in reviewing draft instruments throughout its course.

The process includes three principal data sources: individual school profiles, surveys, and site visits. In Year One of this study, profiles were created for each of the original eight charter schools based on a review of existing data (charter applications, grant applications, annual reports) and input from schools. During subsequent years, each school was asked to update—or in the case of the newest schools, complete—its profile. The completed school profiles are in appendix of this report.

Next, instruments were designed to complement the existing data. Three separate surveys (staff survey, parents survey, and student survey) were developed to address the evaluation questions, one for each group of major stakeholders: parents, students (fourth-

[2] These questions came from the Massachusetts and Colorado State Charter School Program evaluation reports.

graders and above), and staff (teachers, administrators, and any other staff coming into frequent contact with students).

All three surveys assessed satisfaction with the school and reasons for either attending, having child(ren) attend, or working at the school. All three surveys also listed a variety of statements about the schools with which respondents rated their level of agreement. The parent and the teacher/administrator surveys measured the perceived success of the schools in addressing their mission and goals, and the teacher/administrator survey also assessed technical assistance needs. The surveys have remained very consistent from year to year, with only minor modifications made to address issues that surfaced during the course of the project.

In mid-March, parent surveys were sent to each non-virtual school for distribution along with instructions and self-addressed stamped envelopes so that they could be returned confidentially. Internet versions of the parent survey were also available for those with access (specifically, those parents of virtual school students); virtual schools received instructions and letters to e-mail to parents about the survey location online. Student and staff surveys were posted on the Internet; passwords were required for entry to the surveys. A 100 percent participation rate was requested from all three groups. Return rates and responses are discussed in the survey section of this report. Survey cover letters stated that surveys must be completed (and returned if sent by mail) by April 15, 2004. Surveys not received by April 23, 2004, are not included in the analysis.

Site visits were conducted at Meridian Medical Arts Charter School, North Star Charter School, and White Pine Charter School. The other 13 schools had been visited in the last three years (site visit results of all other schools are included in previous years' reports). The visits are included to add depth to the picture of the charter schools in Idaho, and to provide a better understanding of the process occurring at the school, the attainment of proposed goals, and positive outcomes as well as specific challenges experienced by the school. The site visits reflected each school's unique program and environment.

Characteristics of Idaho Charter Schools

The individual school profiles include data separated into five categories: General Descriptions of the school and its students, Educational Program and Assessment, Performance Goals, Governance, and Financial Data and Other Outcomes. General characteristics of the schools, based on the profile data, are summarized below. Data for each school is in the appendix. Most of the schools provided complete and updated profiles. Unfortunately, it is difficult to compare Idaho charters to charters on a national level because of a lack of consistent national data.

Enrollment

Charter school student enrollment in Idaho has increased from 935 in 1999-2000 to 4,796 in 2003-04, a five-fold increase over the past five years. The students enrolled in the 16 currently operational charter schools are approximately 2 percent of Idaho's public school students[3]. The schools report that the number of students on waiting lists is about 81 percent of the total number already enrolled. It should be noted that charter schools differ from other public schools in that they can set caps on enrollment. About 6 percent of students left their charter school in the middle of the school year for various reasons. The percent of children of organizers dropped from 8 percent in 1999-2000 to 2.6 percent in 03-04. Table 2 displays these figures by school.

Table 2. Enrollment, Students Leaving Mid-year and Number of Students on Waiting Lists

School	Enrollment	Students Leaving	Number on Waiting List
Anser	144	2	405
Blackfoot	60	3	60
Coeur d'Alene	383	85	71
Hidden Springs	372	14	495
Idaho Leadership Academy	120	43	57
Idaho Virtual Academy	1,687	39	327
Idaho Virtual High School	378	190	0
Liberty	347	6	1500
Meridian (Technical)	200	13	60
Meridian Medical	135	20	27
Moscow	110	4	10
North Star	263	0	400
Pocatello	182	12	250
Renaissance	94	Not Available	Not Available
Sandpoint	126	9	0
White Pine	195	Not Available	Not Available
Total	**4,796**	**440**	**3,662**

Student Characteristics

Charter schools in Idaho generally have a smaller proportion of minority students in comparison with their sponsoring districts. Some charter schools are more obvious in this regard than others. For example, Blackfoot has 10 percent of minority students while its

[3] Total state enrollment in Idaho's public schools in 2003–2004 was 252,037.

sponsoring school district has about 33 percent. A similar pattern can be found with Idaho Leadership Academy and other schools as shown in Table 3. However, other charter schools have a significant amount of minority students versus their district's population when viewed in the context of Idaho's overall population.

Table 4 shows that charter schools also include special categories of students such as students with free or reduced lunch, special education, gifted and talented, and limited English proficient (LEP), and Title I students.

Table 3. Student Ethnicity by Charter Schools and Their Sponsoring Districts and Student Ethnicity in Idaho

	Percent of Ethnicity					
Schools and Their Sponsoring Districts	**White**	**Black**	**Hispanic**	**Native American**	**Asian/ Pacific Islander**	**Multi-Racial (M)/Decline to state (D)**
Blackfoot Charter	90.00	0.00	5.00	2.00	3.00	
Blackfoot District	66.29	0.39	18.23	13.57	1.52	
Anser Charter	93.60	0.00	1.50	1.50	3.40	
Hidden Springs Charter	91.06	0.54	1.62	1.08	0.54	
North Star Charter	95.00	0.00	1.00	0.00	4.00	
Boise Independent District	87.37	1.95	7.00	0.62	3.06	
Coeur d'Alene Charter	96.00	0.50	0.80	0.20	0.80	
Coeur d'Alene District	95.29	0.61	2.36	0.64	1.10	
White Pine Charter			Not Available			
Idaho Falls District		0.97	12.09	0.92	1.54	
Meridian (Technical) Charter	97.00	2.00	0.00	0.00	1.00	
Meridian Medical Charter	93.50	0.50	2.60	0.00	3.40	
Meridian Joint District	91.96	1.38	3.38	0.81	2.47	
Moscow Charter	95.00	0.01	0.03	0.00	0.01	
Renaissance Charter			Not Available			
Moscow District	90.66	2.00	2.40	1.06	3.88	
Liberty Charter	90.00	0.00	7.00	1.00	2.00	
Nampa District	72.73	0.72	24.80	0.48	1.27	
Pocatello Charter	94.00	0.00	2.00	0.00	0.00	4.00 (M)
Pocatello District	85.07	1.30	6.55	5.35	1.73	
Sandpoint Charter	98.00	0.00	1.00	0.00	1.00	
Pend Oreille District	96.17	0.52	1.45	.73	1.13	
Idaho Leadership Academy	100.00	0.00	0.00	0.00	0.00	
Snake River District	80.32	0.34	17.63	1.27	0.44	
Idaho Virtual Academy	83.00	0.40	1.40	0.80	0.70	3.50 (M); 10.02 (D)
Butte County District	93.00	1.00	4.00	0.00	1.00	
Idaho Virtual High School	88.00	1.00	7.00	0.00	2.00	2.00 (M)
Mountain Home District	80.00	4.00	12.00	0.00	3.00	
STATE OF IDAHO	85.89	0.80	10.85	1.22	1.24	

SOURCE: Charter schools reported their own students' demographic information. District data were received from the Idaho Department of Education's statistics pages.

Table 4. Student Demographics by Charter Schools (in Percent of Total School Enrollment)

		Free/Reduced-Price Lunch	Special Education	Gifted &Talented	Limited English Proficient	Title I
1.	Anser Charter School	0	13	10	1.4	0
2.	Blackfoot Community Center School	65	20	0	0	0
3.	Coeur d' Alene Charter Academy	0	<1	0	0	0
4.	Hidden Springs Charter School	0	3.8	0	1.63	0
5.	Idaho Leadership Academy	48	4	8	0	0
6.	Idaho Virtual Academy	34	.06	.06	0	.34
7.	Idaho Virtual High School			Unknown		
8.	Liberty Charter School	24.4	7	4	0	0
9.	Meridian Charter School	6	1	20	0	0
10.	Meridian Medical Arts Charter School	13.9	9.6	0	0	0
11.	Moscow Charter School	28	.45	.018	0	.09
12.	North Star Public Charter School	0	3	0	0	0
13.	Pocatello Community Charter School	34	17	4	0	0
14.	Renaissance Charter School			Not Available		
15.	Sandpoint Charter School	0	20	0	<1	0
16.	White Pine Charter School			Not Available		

SOURCE: Charter schools reported their own students' demographic information.

EDUCATIONAL PROGRAM

Data reported from 13 Idaho charter schools indicates that most of them were using multiple educational programs. Eighty-five percent of these schools offered character education, and over half of these schools provided hands-on experiences (77 percent), thematic/interdisciplinary instruction (69 percent), service learning (62 percent), and foreign language at all grade levels (54 percent). Table 5 summarizes the different educational approaches reported by Idaho charter schools in 2003-04.

Table 5. Educational Programs Used

	Total* % Using	Anser	Blackfoot	Coeur d'Alene	Hidden Springs	Idaho Leadership Academy	Idaho Virtual Academy	Idaho Virtual High School**	Liberty	Meridian	Meridian Medical	Moscow	North Star	Pocatello	Renaissance**	Sandpoint	White Pine
Character Instruction	85	Y†	Y		Y	Y	Y	NOT REPORTED	Y		Y	Y	Y	Y	NOT REPORTED	Y	NOT REPORTED
E.D. Hirsch's Core Knowledge	.07						Y										
Foreign Language At All Grades	54	Y			Y				Y	Y	Y	Y	Y				
Hands-On	77	Y	Y				Y		Y	Y	Y	Y	Y	Y		Y	
Individualized Education Plans	38	Y	Y								Y	Y				Y	
Expeditionary Learning Outward Bound	15	Y												Y			
Multiage/Grade	46	Y	Y			Y	Y					Y		Y			
Multiple Intelligences	46				Y	Y	Y		Y			Y		Y			
Service Learning	62	Y			Y	Y			Y		Y		Y	Y		Y	
Technology as Major Focus	38	Y							Y	Y	Y	Y					
Thematic/Interdisciplinary	69		Y			Y	Y		Y	Y	Y	Y		Y		Y	
Project Based	23					Y			Y	Y							
Block Scheduling	46	Y	Y			Y				Y	Y	Y					
Year-Round	15						Y		Y								
Extended Year/Day	23	Y	Y	Y													

*Percent of the 13 schools that reported the data. Idaho Virtual High School, Renaissance Charter School, White Pine Charter.

†Y = Yes. **Did not report data.

Table 6. Assessment Tools Used in Idaho Charter School

	Number of Schools Using	Anser	Blackfoot	Coeur d'Alene	Hidden Springs	Idaho Leadership Academy	Idaho Virtual Academy	Idaho Virtual High School	Liberty	Meridian Technical	Meridian Medical	Moscow	North Star	Pocatello	Renaissance	Sandpoint	White Pine
Idaho Reading Indicator*	8	•	•		•		•		•			•	•	•	NOT REPORTED		NOT REPORTED
Direct Mathematics Assessment*	11	•	•	•	•		•		•		•	•	•	•		•	
Nat'l Assessment of Education Progress	1													•			
Idaho Standards Ach. Test* (ISAT)	14	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
ACT/COMPASS/PLAN	3								•	•	•						
District/School Criterion Ref'd	2			•									•				
Other norm referenced	4								•	•	•	•					
Portfolios	9	•				•	•		•	•	•	•		•		•	
Individualized Education Plans	7	•	•			•	•			•				•		•	
School Developed Assessments	9	•			•	•	•		•	•	•			•		•	

**Currently required by the state for various grade levels.*

Direct Writing Assessment data was not provided by the NWREL

Student Services

Student services include counseling, after-school programs, special education, lunch programs, and transportation. Table 7 summarizes various student services provided by each of the charter schools (indicated by a black dot). All charter schools provided services to special education students. Nine of 14 schools reported here provided such services on their own and the rest of the schools did so either through district or other service providers. Ten of 14 schools had after-school programs on their own. Most charter schools served students lunch at their school sites.

Table 7. Student Services Provided by Charter Schools

	Counseling	Special Ed	After School	Lunch	Transportation
1. Anser Charter School	•	•	•	•	
2. Blackfoot Community Center School	•	•	•	•	•
3. Coeur d' Alene Charter Academy	•	•	•		
4. Hidden Springs Charter School	•	•	•		
5. Idaho Leadership Academy	•	•		•	•
6. Idaho Virtual Academy		•	NA	NA	NA
7. Idaho Virtual High School		•	NA	NA	NA
8. Liberty Charter School	•	•	•	•	•
9. Meridian Charter School	•	•	•	•	•
10. Meridian Medical Arts Charter School	•	•	•	•	•
11. Moscow Charter School	•	•	•	•	•
12. North Star Public Charter School		•		•	
13. Pocatello Community Charter School	•	•	•	•	
14. Renaissance Charter School	Data Not Available				
15. Sandpoint Charter School	•	•	•	•	
16. White Pine Charter School	Data Not Available				

Facility

Charter schools are housed in a variety of buildings. The facilities range from new buildings designed specifically for the school to temporary leased space in retail locations. Of the 11 non-virtual schools reporting on this indicator, six had permanent facilities and all 11 were handicap-accessible. Building sizes for non-virtual charter schools range from 4,400 to 37,000 square feet, and average 18,898 square feet. Space ranges from 42 to 229 square feet per student and averages 103 square feet per student. Table 8 shows national and Idaho charter school averages and ranges of facility square footage per student[4]. The average square footage per student in charter schools is between 9 and 58 square feet less than that of other schools nationally, depending on grade level. Idaho does not place square footage requirements on any of its schools. The two virtual schools each have office space, and one has a testing center; these schools are not included in the charter school average.

[4] Because the charter school grade configurations do not follow the traditional "elementary, middle, and high school" separations, their figures are not broken out as they are in the national figures.

Table 8. Average Facility Square Footage per Student

	Average	Range
Elementary School Buildings		
National Average	112	77–147
Middle School Buildings		
National Average	154	114–212
High School Buildings		
National Average	161	123 –211
Idaho Charter Schools		
Charter School Average	103	42–229

SOURCE FOR NATIONAL AVERAGES: The Council of Educational Facility Planners

Calendar and Scheduling

The charter schools serve students an average of 174 days per year; the number of days ranges from 152 to 190. Four of the 12 reporting charter schools follow their district's calendars. Fifteen percent of the schools have year-round scheduling, and 23 percent have an extended day.

School Goals

Schools report that they are meeting the majority of their goals. Of the 121 goals that the schools have collectively, nearly two-thirds (72) are related to student performance. Most of the student performance goals are reported as being met (68 percent) or exceeded (15 percent). All Idaho charter schools used multiple tools to assess their student academic performance and are part of Idaho statewide assessment: Idaho Reading Indicator, Direct Mathematics Assessment, and Idaho Standards Achievement Test. Charter schools also used portfolios, individualized education/learning plans, and school developed tools to assess their student performance. Specific student academic performance data can be found in profiles of charter schools included in the appendix.)

Of the 46 goals related to school performance, nearly all are reported as being met (50 percent) or exceeded (39 percent). Ten schools provided evidence to support their levels of accomplishment. See individual school profiles for each school's goals, methods used to reach the goals, levels, and evidence of accomplishment. Two of the charter schools have modified their goals from their original charter; in both cases, the changes were made in order to align the goals to state standards.

Figure 2. Charter Schools' Level of Accomplishment on Student Performance Goals (Self-Reported)

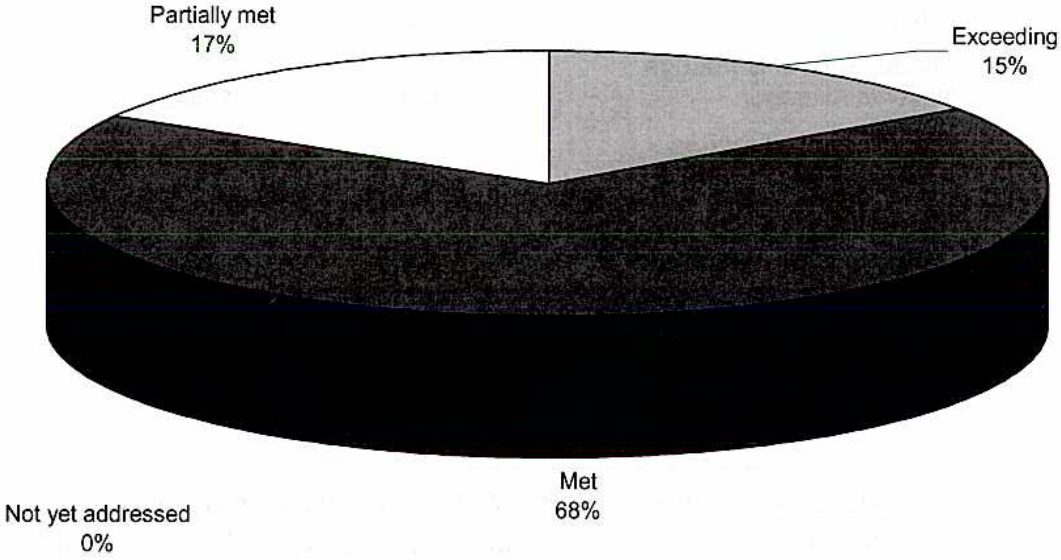
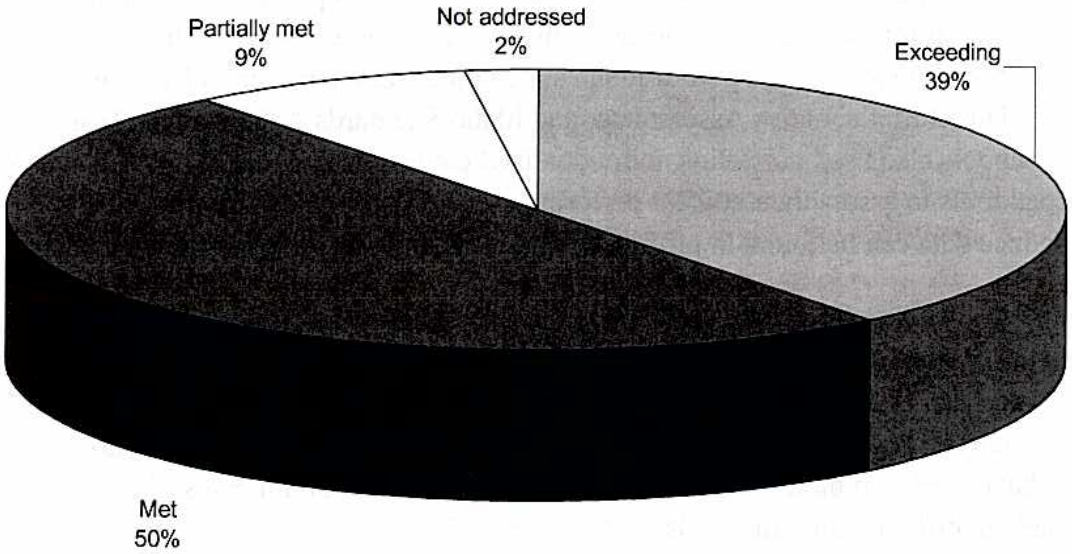


Figure 3. Charter Schools' Level of Accomplishment on Organizational Goals (Self-Reported)



Amendments and Waivers

Several schools have taken advantage of their autonomy as charters. Ten schools have made amendments to their charters. Examples range from minor changes to reflect curriculum changes to adding additional grade levels and expanding enrollment boundaries. Two schools have requested waivers; both of these schools had also made amendments to their charters. The waivers included application for consultant specialist status and the reading endorsement requirement.

Four schools have taken advantage of exemptions in board rule (those which are not in Code), such as adding flexibility to the salary schedule and the implementation of additional educational standards.

Staff Characteristics

Six schools have more than one administrator, and four schools have an administrator teaching in the classroom. The schools employ a total of 218 teachers, 161 of whom are full-time employees. Teachers have an average of eight years of experience, and 30 percent have advanced (graduate) degrees. Eighty percent of teachers are certified instructors, and 10 percent are consultant specialists. Five percent are teaching outside of the area in which they are certified. All but two of the reporting schools have special education instructors.

Only two of the schools say they have had difficulty recruiting teachers citing remote locations as the reason. A total of 11 staff have departed the charter schools this year; reasons include termination, moving out of the area, returning to school, retirement, and death.

Governance and Policies

Charter school boards tend to be comprised primarily of community members and parents. A total of 85 individuals participate on Idaho charter school boards. As Figure 5 illustrates, 49 percent of all board members are parents, and 44 percent are community members. Four schools have teachers on their boards, which comprise 5 percent of all members. Only one school has students on its board, which comprise 2 percent of all board members. Four of the schools have board members who are related to school personnel.

Only a few schools have adopted district policies; most have created their own policies for things such as admission, attendance, discipline, and grading. Table 9 shows the number of schools adopting policies from their sponsoring districts.

Figure 4. Average Representation on Charter School Boards

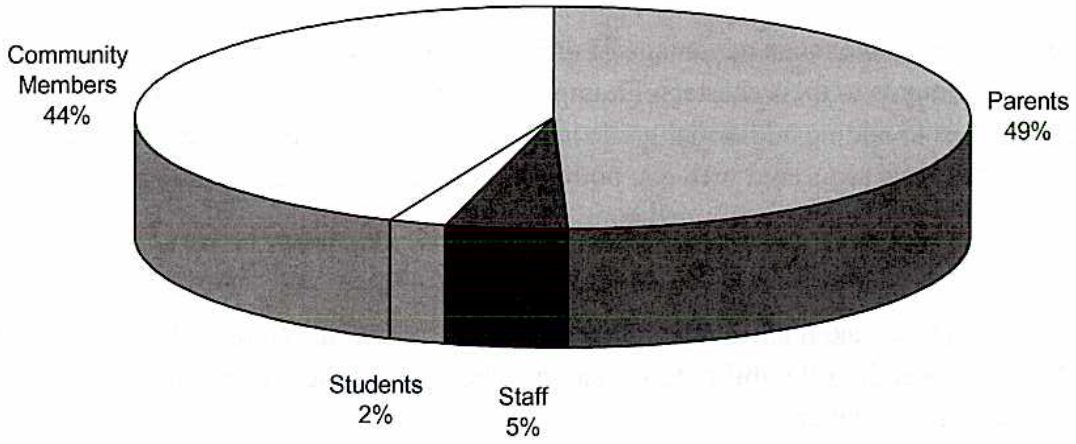


Table 9. Number of Schools That Adopted Policies from Their Sponsoring District

Policy Area	Number of Schools Adopting
Admissions	2
Attendance	2
Discipline	1
Grading	0

Operating Budgets and Funding

Operating Budgets

Operating budgets of charter schools range widely and are mainly proportional to enrollment. Budgets for the 2003-2004 school year ranged from $447,365 to $8,500,000, and averaged $1,707,635. Salaries comprise, on average, 50 percent of charter school budgets, with a range of 19 to 80 percent. Figure 6 and Table 10 illustrate annual operating budgets and enrollment for each charter school.

Figure 5. Annual Operating Budgets and Enrollment

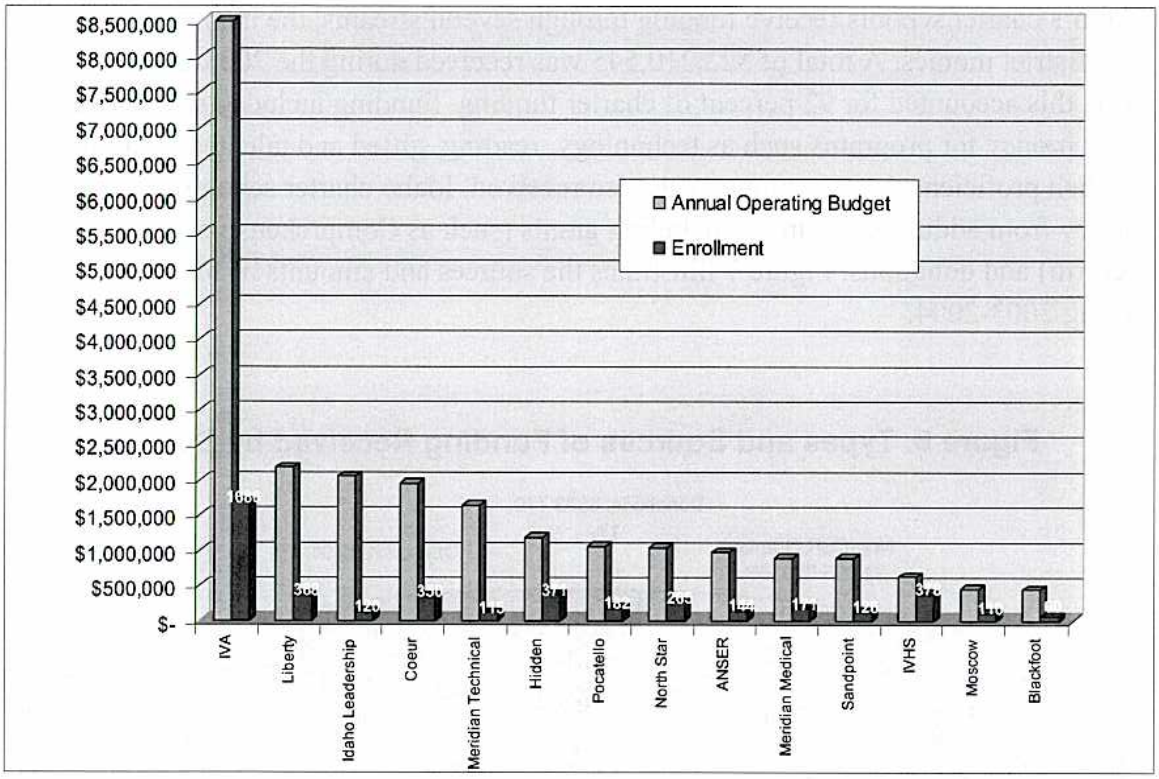


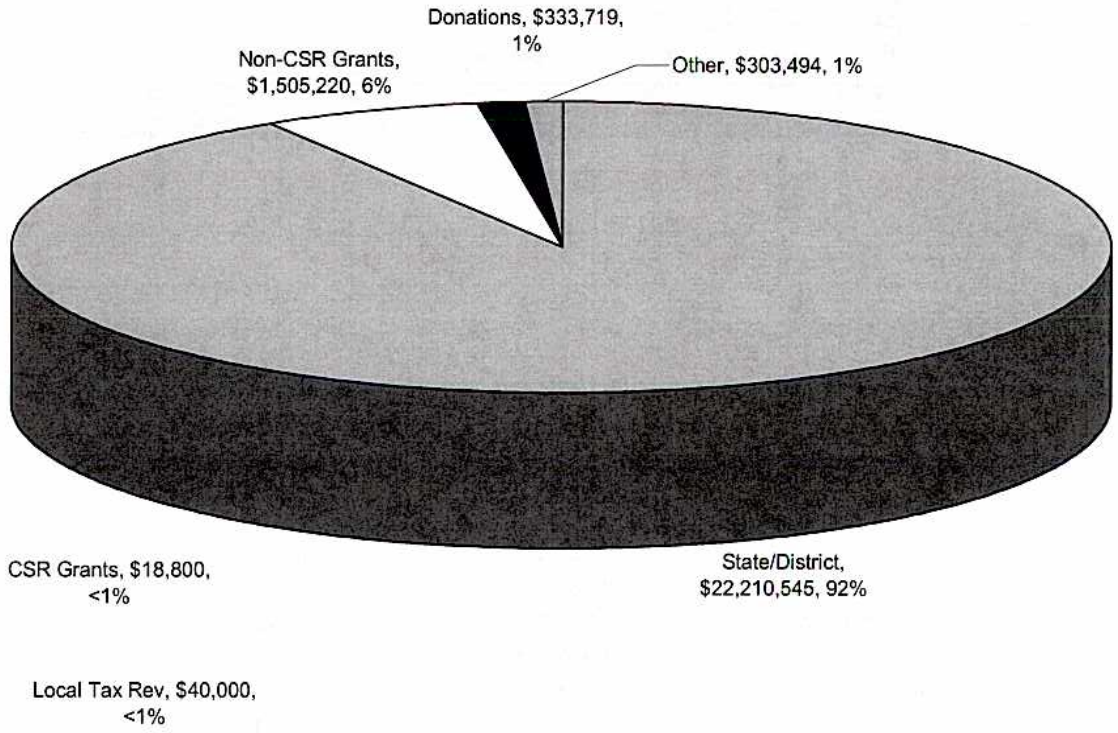
Table 10. Annual Budgets of Charter Schools vs. Enrollment

	Annual Budget ($)	Enrollment
IVA	8,500,000	1,686
Liberty	2,180,000	368
Idaho Leadership	2,052,639	120
Coeur d'Alene	1,946,000	350
Meridian Technical	1,641,576	115
Hidden	1,189,044	371
Pocatello	1,062,767	182
North Star	1,036,658	265
ANSER	977,494	144
Meridian Medical	894,023	171
Sandpoint	890,000	126
IVHS	629,938	378
Moscow	459,382	110
Blackfoot	447,365	60
Renaissance	Not reported	
White Pine	Not reported	

Funding

Idaho's charter schools receive funding through several streams, the main two being state and district monies. A total of $22,210,545 was received during the 2003-2004 school year; this accounted for 92 percent of charter funding. Funding included state enhancement money for programs such as technology, reading, gifted and talented, and limited English proficient. Lottery money was also received. Idaho charter schools also receive money from additional sources, including grants (such as Comprehensive School Reform) and donations. Figure 7 illustrates the sources and amounts of funding received during 2003-2004.

Figure 6. Types and Sources of Funding Received by Schools

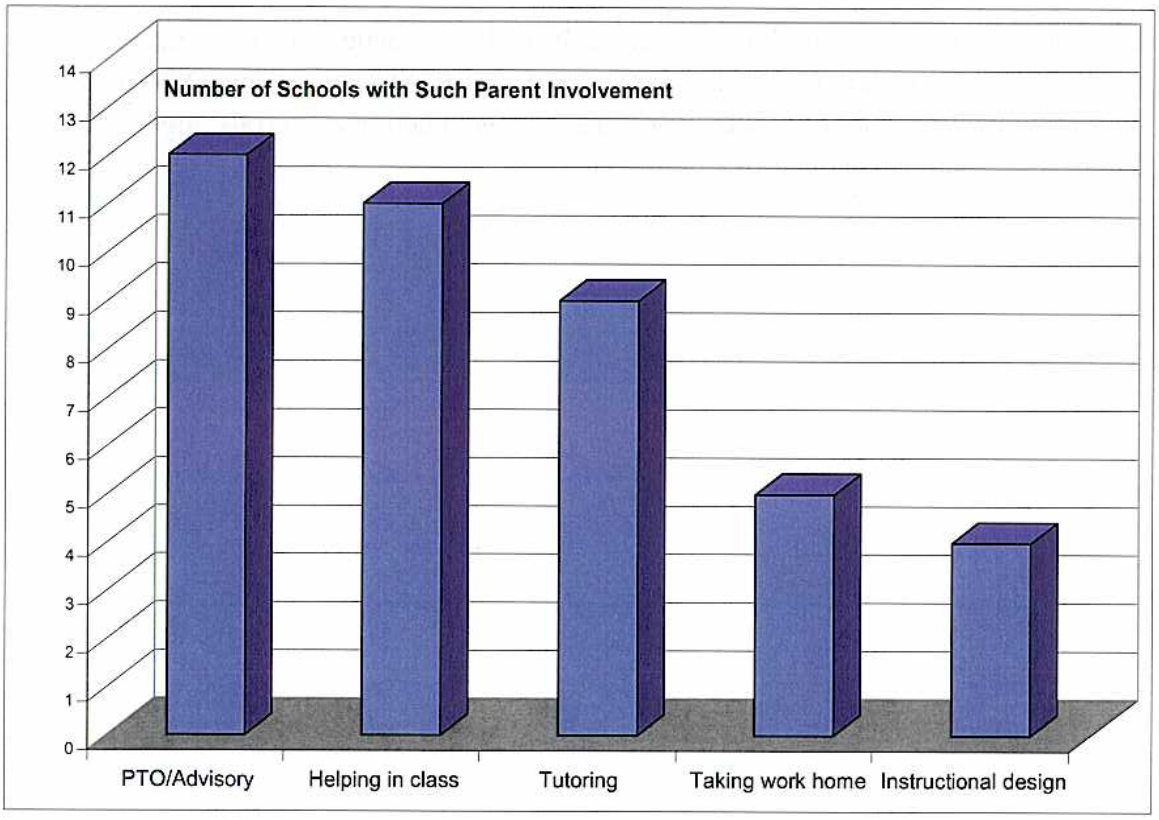


School-Family-Community Partnerships

Parent Involvement

Parents are involved with charter schools in a variety of ways. Figure 8 shows the number of schools that have parents involved in parent-teacher organizations or advisory committees (where all but two reporting schools involve parents), board membership, helping in class, tutoring, taking work home, and instructional design.

Figure 7. Parent Involvement in Schools



Business Partnerships

Out of 14 school profiles available for 2003-04, it was found that five schools have business partnerships and one school is developing one. In 2002-2003 (Year 4 of the evaluation), 10 schools reported they had business partnerships. The business partnership took place in various forms, which include directing donations, providing internship opportunities, and directly participating in the educational activities of these schools. At Anser Charter School, 40 agencies were involved in their community-based curriculum and approximately five to 10 community members from Treasure Valley participated in classroom activities such as being a visiting field guide. Students from Meridian Charter High School served 280 hours internship with local businesses in their areas of technical expertise. A total of 44 businesses in the community hosted their senior interns.

Recruitment and Marketing

The majority of schools market themselves through newspapers and three use radio as a means of advertisement. Only one school uses Spanish language media. Other means of marketing include word of mouth, web sites, cottage meetings, referrals, high school counselors, and the Chamber of Commerce.

CHARTER SCHOOL SURVEYS

Three different surveys were administered to charter school stakeholders in spring 2004: parents, students, and staff, to obtain each group's perceptions and opinions about their schools. Schools were asked to administer the surveys to all staff members who had regular contact with students and all students in the 4th grade and above. Student and staff surveys were completed online. Parents were given the option of completing either an online or hardcopy survey.

Table 11 summarizes the number of surveys returned and the response rate for each of the surveys from each charter school. Fifty-one percent (or 1,449 students) of 2,842 fourth graders or above responded; 63 percent (or 239 staff members) of 381 staff members responded, 239 completed the survey; and 38 percent (or 986 parents) of 2,494 families responded.

Table 11. Number of Survey Administered and Return Rate From Each of Charter Schools

School	Students		Parents		Staff	
	Number	Return Rate (%)	Number	Return Rate (%)	Number	Return Rate (%)
Anser	68	100	57	67	18	78
Blackfoot	21	100	18	50	7	58
Coeur d'Alene	266	74	136	49	25	74
Hidden Springs	60	37	96	44	11	37
Idaho Leadership Academy	93	69	38	34	13	62
Idaho Virtual Academy	65	8	197	36	34	60
Virtual High School	0	0	0	0	0	0
Liberty	158	61	75	36	17	38
Meridian	159	94	67	39	17	81
Medical	112	97	44	39	11	92
Moscow	33	89	16	16	16	89
North Star	147	97	74	54	25	81
Pocatello	74	74	47	39	11	48
Renaissance	30	97	22	44	8	80
Sandpoint	97	76	48	39	14	93
White Pine	66	97	51	40	12	100
Total and Average Return Rate	**1,449**	**51**	**986**	**38**	**239**	**63**

Survey Findings

The following table summarizes the overall responses of stakeholders byschool. It should be noted that not all respondents answered all questions on their surveys; thus, when percentages are shown, they are given as percentages of those responding to a particular question, not of the total number of surveys returned.

Table 12. Percent of Respondents by School

School	Students Percent of total (n = 1449)	Parents Percent of total (n = 986)	Staff Percent of total (n = 239)
Anser	5	6	8
Blackfoot	1	2	3
Coeur d'Alene	18	14	10
Hidden Springs	4	10	5
Idaho Leadership Academy	6	4	5
Idaho Virtual Academy	4	20	14
Virtual High School	0	0	0
Liberty	11	8	7
Meridian	11	7	7
Medical	8	4	5
Moscow	2	2	7
North Star	10	8	10
Pocatello	5	5	5
Renaissance	2	2	3
Sandpoint	7	5	6
White Pine	5	5	5
Total	**100**	**100**	**100**

Staff Survey

Most of the 239 respondents are teachers (70 percent). An additional 13 percent have teaching roles as instructors, teaching assistants, or student teachers. Approximately 7 percent (16 respondents) are administrators, with four respondents being both an administrator and a teacher. Forty-one percent of the respondents (97) are founders or original staff members of the school.

The staff respondents reported having taught in a number of different types of schools with an average of 9.5 years of school-related work experience (median years of experience = 7). Seventy percent of the respondents had worked in public schools for an

average of 8.4 years. Nearly one-fourth of the respondents had previously worked in a private or parochial school for an average of 3.9 years. The respondents have been at the current charter school for an average of 2.5 years.

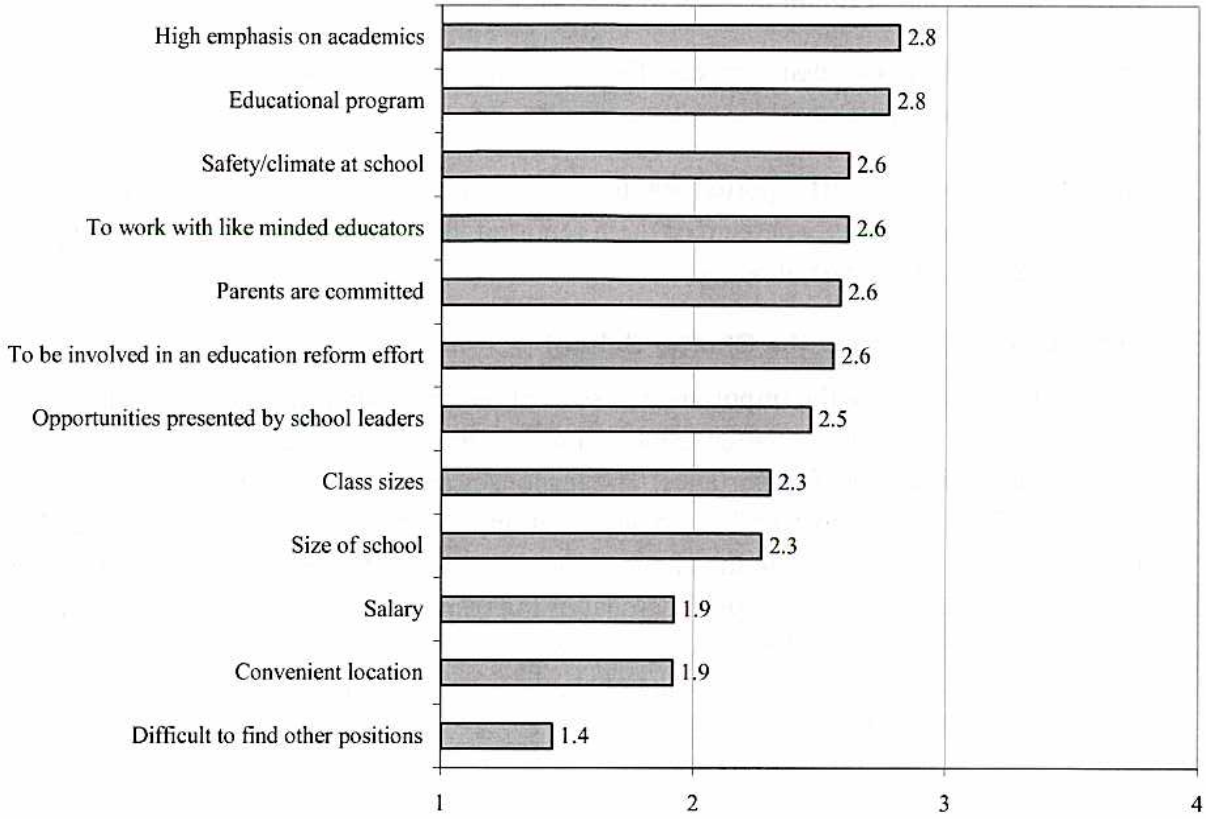
Two-thirds of the respondents are certified to teach in the state. About 12 percent are teaching in areas outside of their endorsements.

Ninety percent of the staff reported that their experience at the school was meeting their initial expectations. Eighty percent of them reported that charter schools did a good job in serving students with special needs.

Reasons for Working at the Charter School

Staff were asked to rate the importance of several factors in their decision to seek or retain employment at their charter school. Figure 8 illustrates these responses, with reasons ranked in order of importance. The responses are shown as averages, where a response of 1 = "not important," 2 = "somewhat important," and 3 = "very important." The top reasons for working at the charter school involve the curriculum and professional opportunities. Approximately 80-83 percent of the respondents rated the academics and the educational program as being "very important" in their decision (average ratings 2.8 of 3.0.) The least important reasons included difficulty in finding other positions (1.4), convenient location (1.9), and salary (1.9).

Figure 8. Reasons for Working at the Charter School

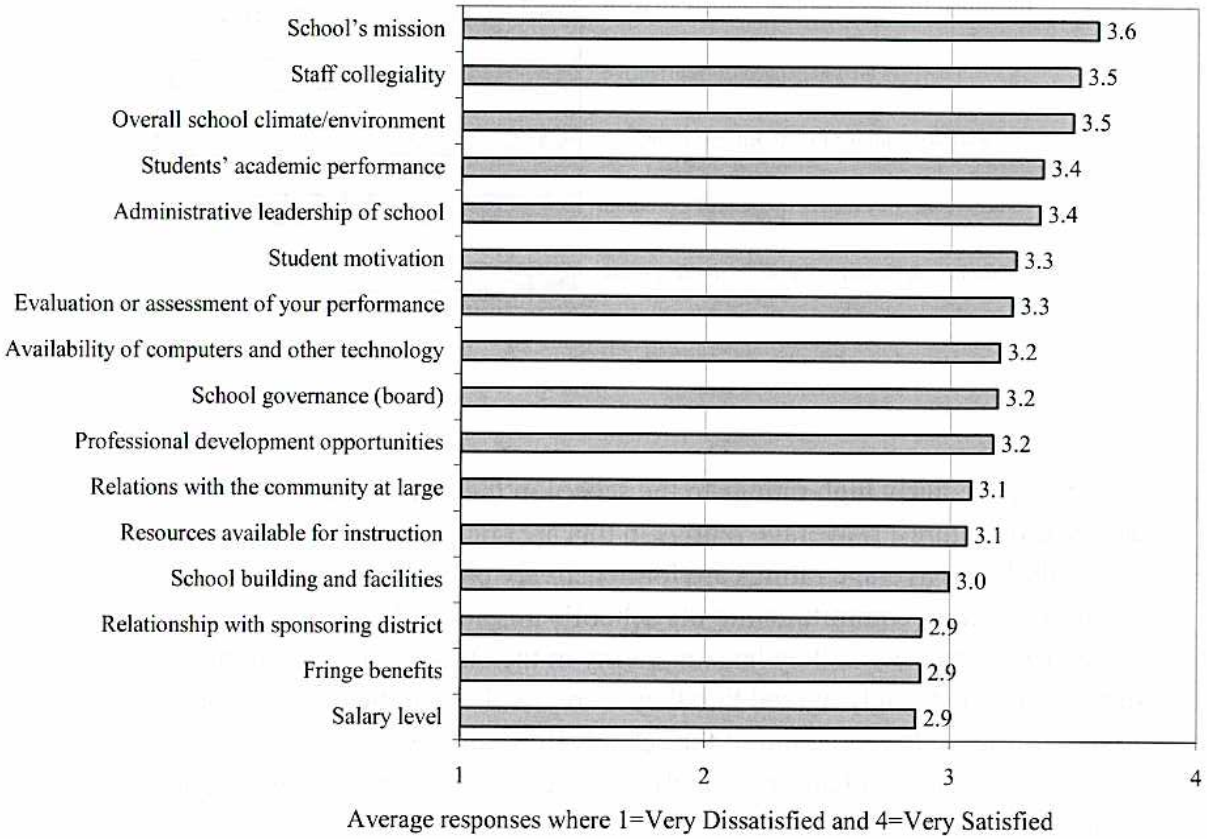


Average responses where 1=Not Important, 2=Somwhat Important, and 3=Very Important

Aspects of Job and School Environment

Staff were asked to rate their satisfaction with various aspects of their job and the school environment on a 4-point scale where 1 = "very dissatisfied" and 4 = "very satisfied." Figure 9 shows average responses relating to various aspects of their job and school environment. Staff members expressed a strong commitment to the school mission; nearly all were satisfied (32 percent) or very satisfied (64 percent) with their school mission. Similarly rated are staff collegiality, administrative leadership, the overall school environment, and the students' academic performance. As previously noted, the staff indicated that academic issues and working with like-minded educators were of primary importance in selecting a position and, in turn, they rate their charter school favorably in these areas.

Figure 9. Staff Satisfaction with Aspects of Their Job and School Environment

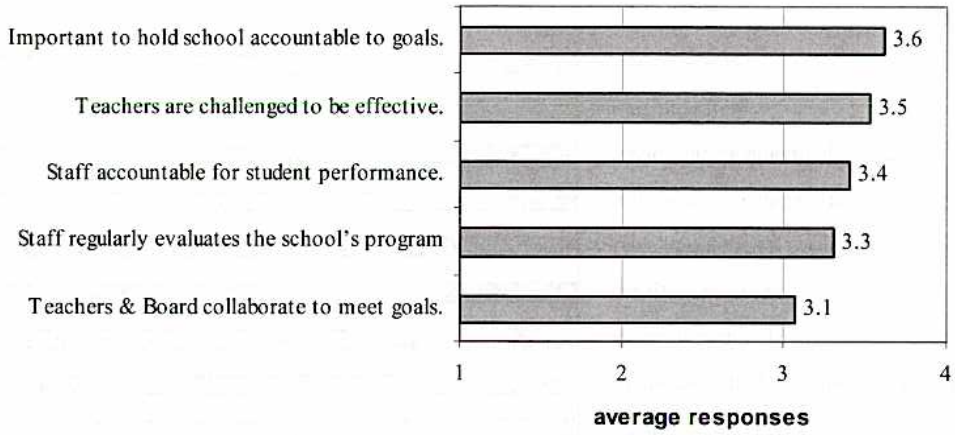


Staff Ratings of School Outcomes

Staff members were asked to rate their agreement with a number of statements about their school. For analysis purposes, these statements are grouped into the following categories: staff accountability, teacher autonomy, staff outlook, student needs, and parent/community support. The average responses are presented in figures 10 to 12 below using a 4-point scale where 1 = "strongly disagree" and 4 = "strongly agree."

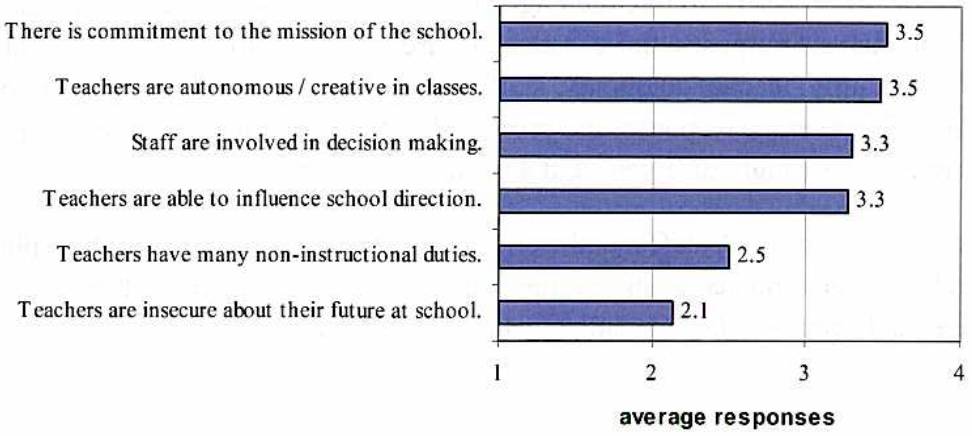
As presented in Figure 10, staff members feel very strongly that the school should be held accountable to performance goals (average rating 3.6). Furthermore, staff believe that they were held accountable and challenged to be effective.

Figure 10. Staff Accountability



The staff gave fairly high ratings to the school in the area of teacher autonomy. As depicted in Figure 11, average ratings in this area range from 3.3 to 3.5. (The two areas of markedly lower average ratings are for negatively phrased autonomous issues.) Teachers again affirm their commitment to the school's mission. Almost all agreed or strongly agreed (96 percent) that they had autonomy in the classroom. To a slightly less extent, staff agreed or strongly agreed that they were involved in the decision-making or were able to influence the direction of the school. Half reported that they had many non-instructional duties and approximately one-fourth of the teachers were feeling insecure about their future.

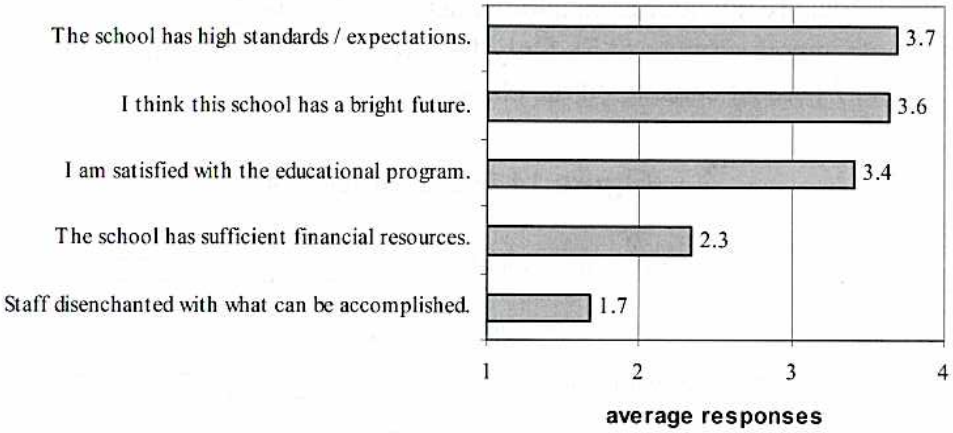
Figure 11. Teacher Autonomy



Staff members rated their schools very positively in general. They agreed that their schools had high standards, a bright future, and quality instruction. As Figure 12 depicts, average ratings range from 3.4 to 3.7 for these three issues. Furthermore, 71 to 73 percent

of the staff members gave the highest rating of 4 on a 4-point scale regarding the school's standards and their overall outlook for the school. Over half of the staff (57 percent) expressed concern over the level of the school's financial resources.

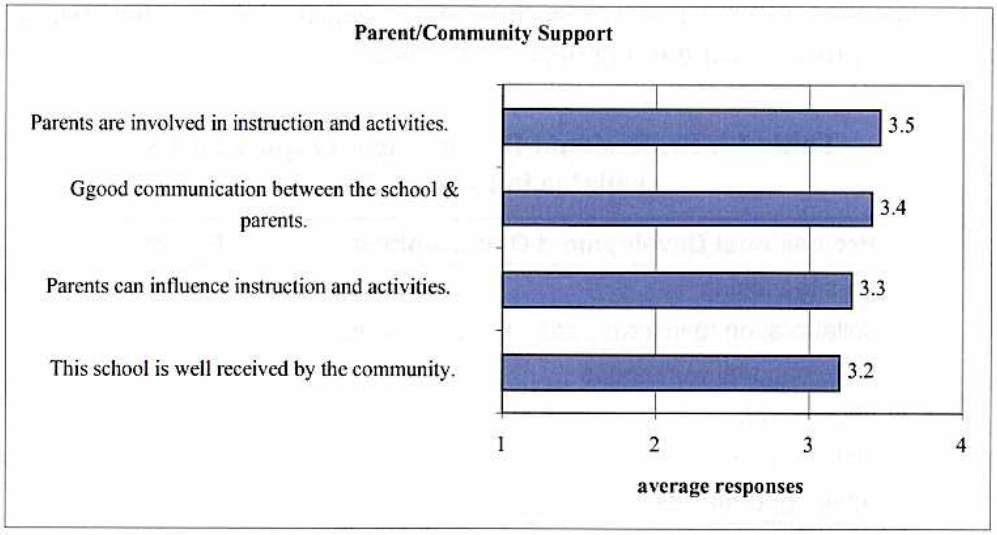
Figure 12. Staff Outlook on Global School Issues



Parent/Community Support

The staff/parent relationship was perceived by staff to be strong. The average ratings on this relationship are presented in Figure 13. Nearly all staff members agreed to some extent that parents are involved in instruction and activities (53 percent "strongly agree"). Slightly fewer staff members agreed that parents have influence in instruction activities (37 percent "strongly agreed"). They gave high ratings to the communication between staff and parents (average rating 3.4.) Notably, staff gave a moderately high rating to the school/community relationship (average rating 3.2.)

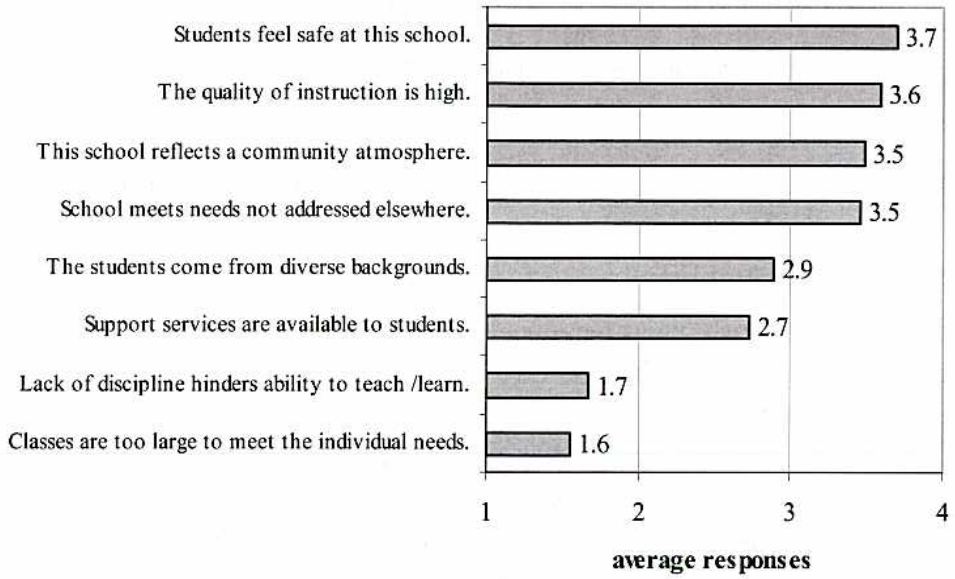
Figure 13. Parent/Community Support



Rating the School on Meeting Student Needs

Staff rated their schools positively on meeting student needs. As Figure 14 depicts, their rating on most student need issues ranged from 3.5 to 3.7. They reported that their schools provide a safe environment (3.7), quality instruction (3.6) and a community atmosphere (3.5). Most (94 percent) viewed their schools as being unique and meeting student needs that are not addressed at other schools. A notably lower rating was on the availability of support services (2.7). Only 11 percent viewed discipline in the classroom a problem and 7 percent considered the classes in their schools too large.

Figure 14. Student Needs



Staff Development Opportunities

Table 13 presents the percent of respondents who have participated in a given training/ class in the last year. Approximately one-third to one-half of staff members participated in every type of professional training opportunity listed.

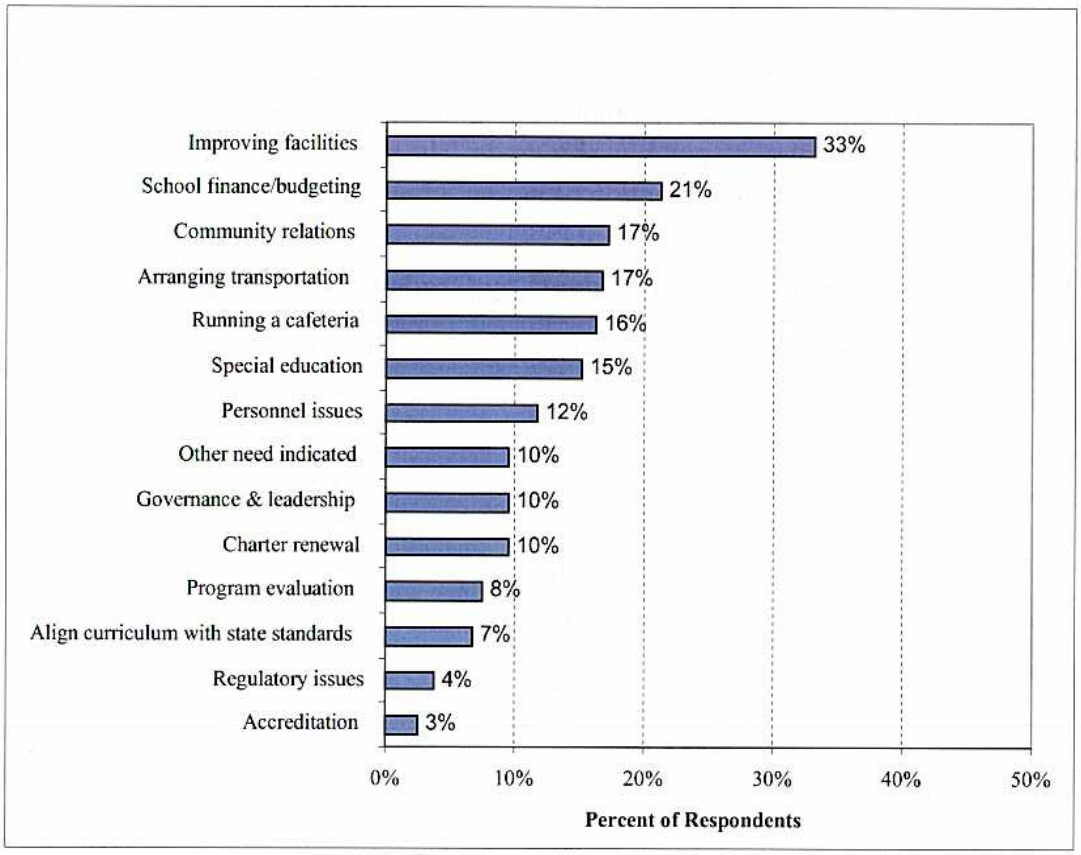
Table 13. Professional Development Opportunities Available in the Last Year

Professional Development Opportunities	Percent
on-site training	60
collaboration to increase student performance	54
state/national workshops	44
coursework	36
district in-service	35
other opportunities	11

Technical Assistance Needs

Staff members were asked to indicate the areas of technical assistance needed at the school. Figure 15 lists the percent of respondents that included a given need. Ten percent or fewer indicated that technical assistance was needed in half of the areas listed. The highest need cited, by approximately 33 percent of the respondents, was in the area of improving facilities, followed by school financing (21 percent).

Figure 15. Technical Assistance Needs



Staff Evaluation

Staff report being professionally evaluated in a variety of ways: The majority of respondents were evaluated through regular observation (62 percent) and an annual formal review (50 percent). A parent survey serves as a form of evaluation for one third of staff and a peer review process was used by 20 percent of the respondents. Only 4 percent of staff and teachers report they were never evaluated.

Greatest Strengths and Challenges

When asked about the greatest strengths and challenges of their charter schools, the following were cited most frequently:

Greatest Strengths

- Commitment
- Collaboration
- School mission
- Strong curriculum
- School climate and size
- Parent involvement
- High expectations of students by staff

Greatest Challenges

- Temporary facilities
- Funding structure
- School board
- Curriculum
- School size
- Energy spent on combating negative public perceptions

Student Survey

Students in grades 4 through 12 from 15 charter schools in the district provided feedback on their charter school. A total of 1,449 students were included in the analysis. Table 14 presents the number/percent of respondents by grade. The survey respondents are evenly distributed across grades with the exception of grades 11 and 12.

Table 14. Respondents by Grade Level

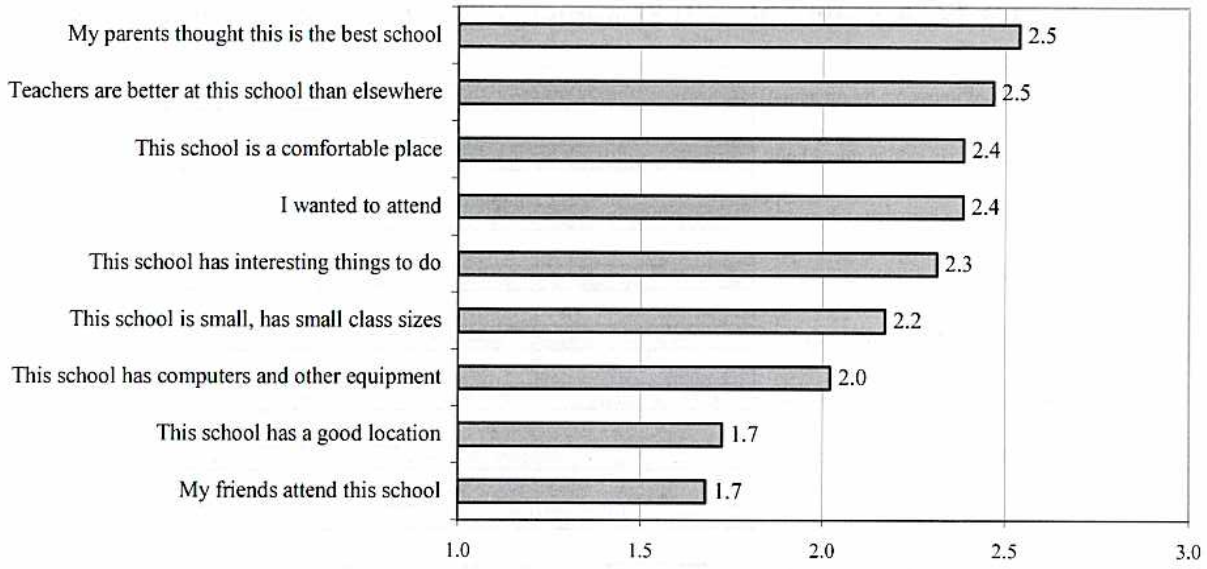
Grade	Number	Percent
4	170	13
5	181	12
5/6	6	0.4
6	174	12
7	220	15
8	154	11
9	200	14
10	165	11
11	79	5
12	59	4
Missing grade	41	3
Total	**1,449**	**100**

Forty-seven percent (or 662) of the student respondents were the first-year students in charter schools. Of these first-year students, 80 percent had previously been enrolled in a regular public school. Approximately 12 percent reported to have been home schooled and 9 percent reported to have attended a private/parochial school. When asked how interested they are in their school work at the charter school compared to their previous schools, 60 percent of the first-year students reported they were becoming more interested in their school work.

Reasons for Attending Charter School

First year students were asked to indicate, from a list of reasons, why they decided to attend the charter school. Students rated the reasons using a 3-point scale, where a 1 = "not important," 2 = "somewhat important," and 3 = "very important." Figure 16 presents the average ratings.

Figure 16. Reasons for Attending Charter School



Average responses where 1 = Not important, 2 = Somewhat important and 3 = Very important

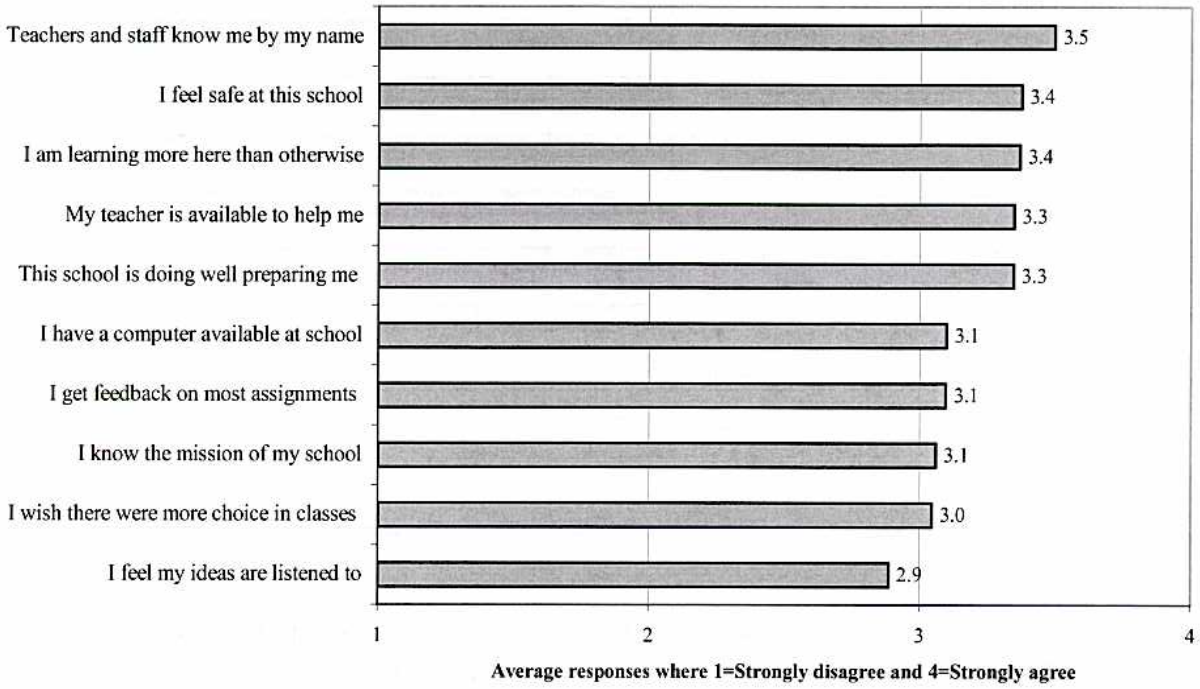
Most students reported that they attend the charter school primarily because their parent thought the school was the best school for them (average rating of 2.5 of 3.0). Approximately 64 percent of the students also reported that parental preference was very important in this decision. However, 57 percent of the students rated their personal preference as being very important in the decision as well (average rating 2.4.) The other top choice included the perception that teachers are better at the charter school than elsewhere (2.5). Most students felt their charter schools are a comfortable place (2.4) with interesting things to do (2.3). Class size (2.2) and the availability of computers (2.0) were rated as being "somewhat important"; and lowest priority was given to the attendance of friends (1.7) and location (1.7).

Personal School Experience

All students were asked to rate particular aspects of their school experience using a 4-point scale where 1 = "strongly disagree" and 4 = "strongly agree." Figure 17 below presents the average ratings. Sixty-five percent of student respondents rated their overall charter school experience as being "excellent" or "good."

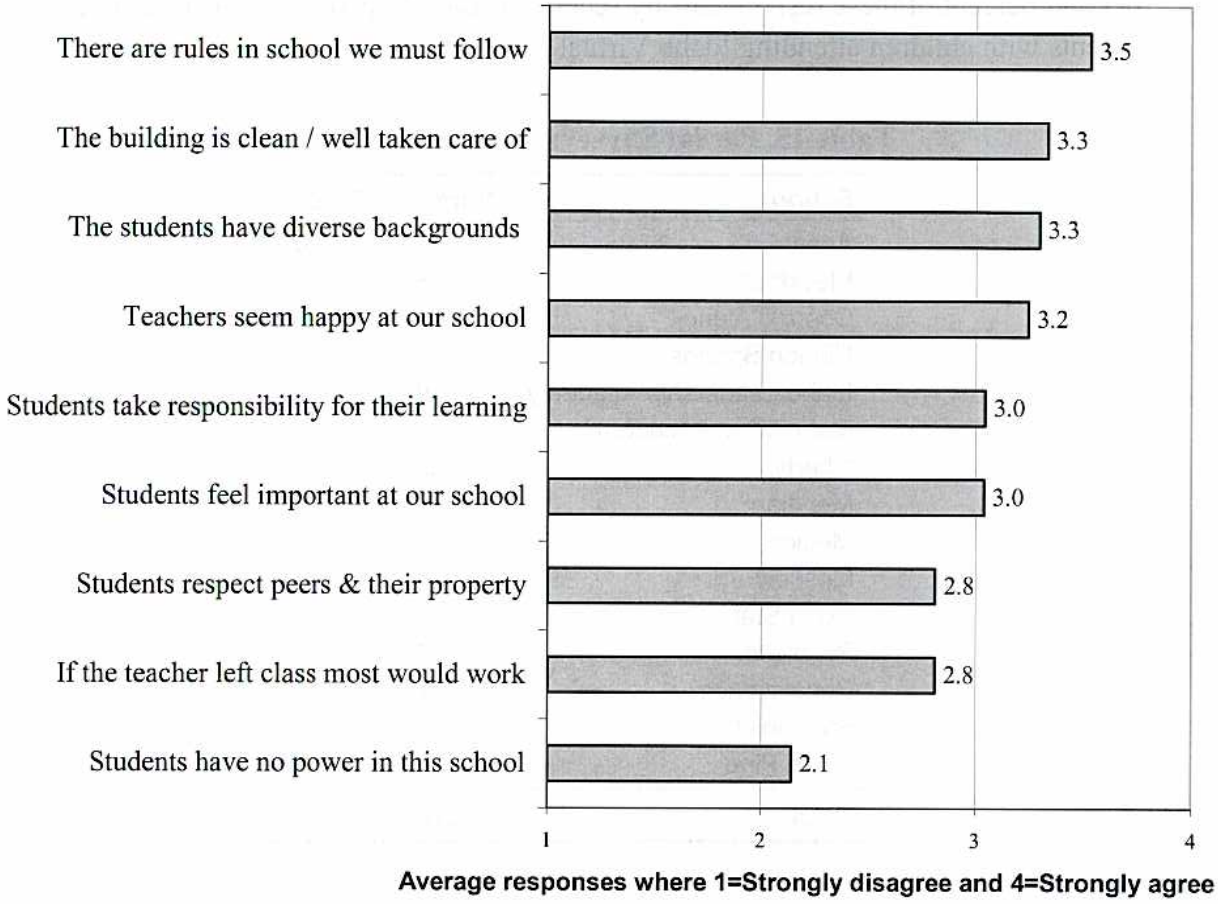
The students gave mixed ratings to their teachers. They agreed that they are learning more at charter schools than elsewhere (average rating 3.4) and that teachers know who they are (3.5). There is slightly less agreement regarding the level of academic preparation and the availability of the teachers for help (average ratings of 3.3). Students give moderate ratings to their teachers regarding providing feedback on assignments (average rating 3.1) or welcoming student input (average ratings 2.9). Students wish there were more choices in classes (3.0), a curriculum issue that is linked to available resources.

Figure 17. Agreement with Statements about Students' Experiences



Approximately 70 percent of the students had a positive overall perception of the academic environment in their schools. Students also provided feedback on other aspects of the school using a 4-point scale where 1 = "strongly disagree" and 4 = "strongly agree." Figure 19 below presents the average ratings. The students gave their school high ratings regarding the overall environment and lower ratings regarding issues involving student ethics and responsibility.

Figure 18. Agreement with Statements about the School



Students were asked what they liked and disliked the most about their school. The following list summarizes the most frequently cited responses:

Positive

- Challenging curriculum
- Availability of computers
- Teacher quality, personal interactions
- Welcoming environment
- Small classes
- Friendly students
- Safe environment

Negative

- Lack of electives/ limited choice in classes
- Lack of extra curricular activities
- Too many rules/ unfair rules
- Bullies/mean students
- Dress code / uniforms
- Stealing
- Too much homework
- Too technology focused / not enough art

Parent Survey

A total of 1,015 charter school parents responded to the survey. Table 15 shows the number and percent of these respondents by school. Almost 20 percent of the respondents are parents with children attending Idaho Virtual Academy.

Table 15. Parent Survey: Respondents by School

School	Number	Percent
Anser	58	6
Blackfoot	18	2
Coeur d'Alene	144	14
Hidden Springs	102	10
Idaho Leadership Academy	39	4
Idaho Virtual Academy	196	19
Liberty	82	8
Meridian	69	7
Medical	44	4
Moscow	18	2
North Star	75	7
Pocatello	48	5
Renaissance	22	2
Sandpoint	49	5
White Pine	51	5
Total	**1,015**	**100**

Sixty-one percent of parents (609) have only one child enrolled in charter schools, 27 percent (272) have two children enrolled, and 11 percent (112) have three or more children enrolled. Thirty-nine percent of responding parents have had their children enrolled in charter schools for more than two years.

Parents were asked how many miles away from the charter school they lived. Excluding the parents whose children are enrolled at the Virtual Academy, 10 percent of the families live within one mile of the school and 60 percent live within five miles. Approximately 83 percent live within 10 miles of the school.

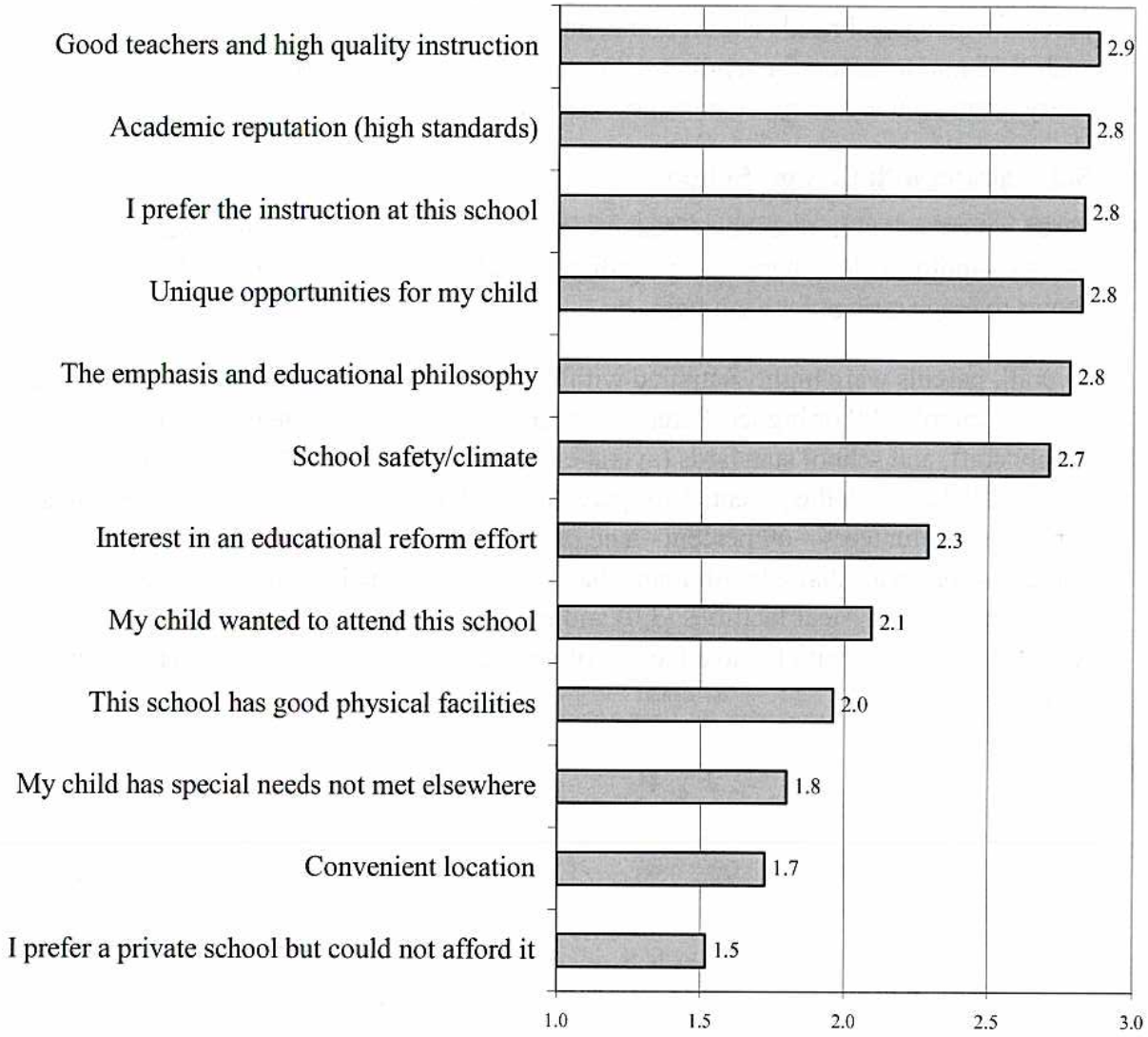
When asked what kind(s) of school their children previously attended before their current charter school, 67 percent of parents responded "conventional public school." Approximately 17 percent of students had previously attended private/parochial school, and 18 percent of respondents had home-schooled their children.

Reasons for Sending Their Children to Charter Schools

Parents were asked to rate the importance of several factors in their decision to enroll their children in the charter school. Figure 19 illustrates these responses, with reasons

ranked in order of importance. The responses are shown as averages, where a response of 1 = "not important," 2 = "somewhat important," and 3 = "very important."

Figure 19. Reasons for Sending Child to Charter School



All five reasons that focus on the area of academics and curriculum received the highest average ratings of 2.8. In fact, over 85 percent of the parents considered the three highest-rated reasons, all of which involved the academic focus, as being "very important" in their decision. Lowest rated was the choice of the charter school as a substitute for a private school (average rating 1.5); 63 percent of the parents said this reason was "not important." Similarly, a relatively high percentage of parents rated as "not important" school location (42 percent) and good facilities (23 percent) bringing the averages down to 1.7 and 2.0 respectively.

Meeting the Needs of a Special Needs Child

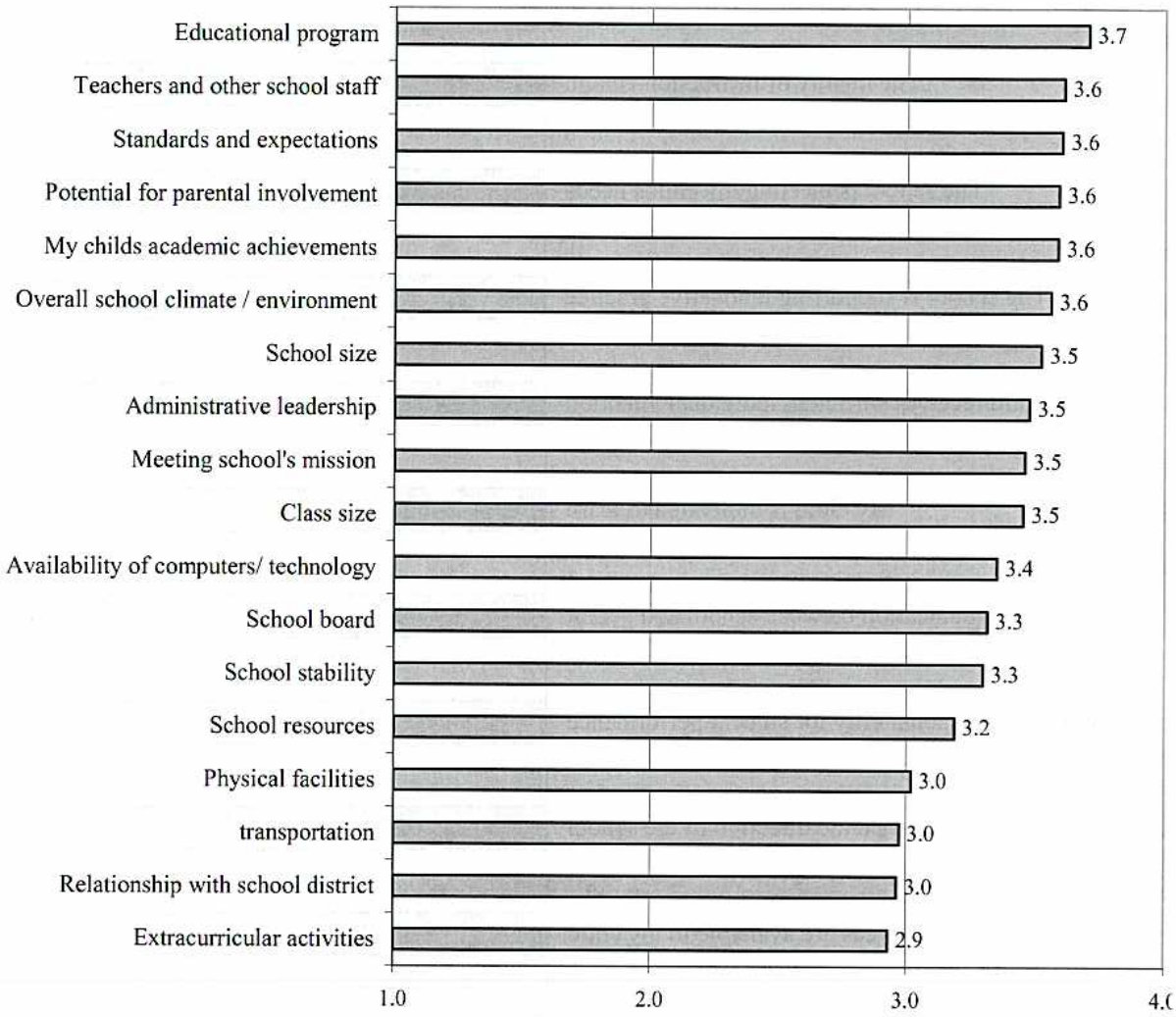
Parents were asked if the school was meeting the needs of their own special needs student. About 69 percent of the respondents stated that this did not apply (i.e., that their child is not a "special needs student"). Of the parents who have special needs children, 91 percent agreed that the school was meeting the needs of their children. Furthermore, for parents with special needs children, meeting these needs was rated a 2.5 on a 3-point scale as a major reason for sending their children to charter schools. It was rated as being "very important" by 66 percent of these parents.

Satisfaction with Charter School

Parents were asked to rate their satisfaction with various aspects of their charter school using a 4-point scale, where 1 = "very dissatisfied" and 4 = "very satisfied." Figure 20 shows average ratings for each item.

Overall, parents were highly satisfied with their charter schools, rating all but one aspect of their school a 3.0 or higher. Parents were most satisfied with the educational program, school staff, and school standards (average ratings ranging from 3.6 to 3.7). They were highly satisfied with the potential for parental involvement (average rating 3.6). (Most parents are volunteers—69 percent—and only 3 percent were not involved in any role.) Parents were least satisfied with items that are related to the level of resources (3.2), specifically the physical facilities (3.0) and extracurricular activities (2.9). However, parents were happy with the availability of computers in charter schools (with an average rating of 3.4).

Figure 20. Satisfaction with Aspects of the Charter School



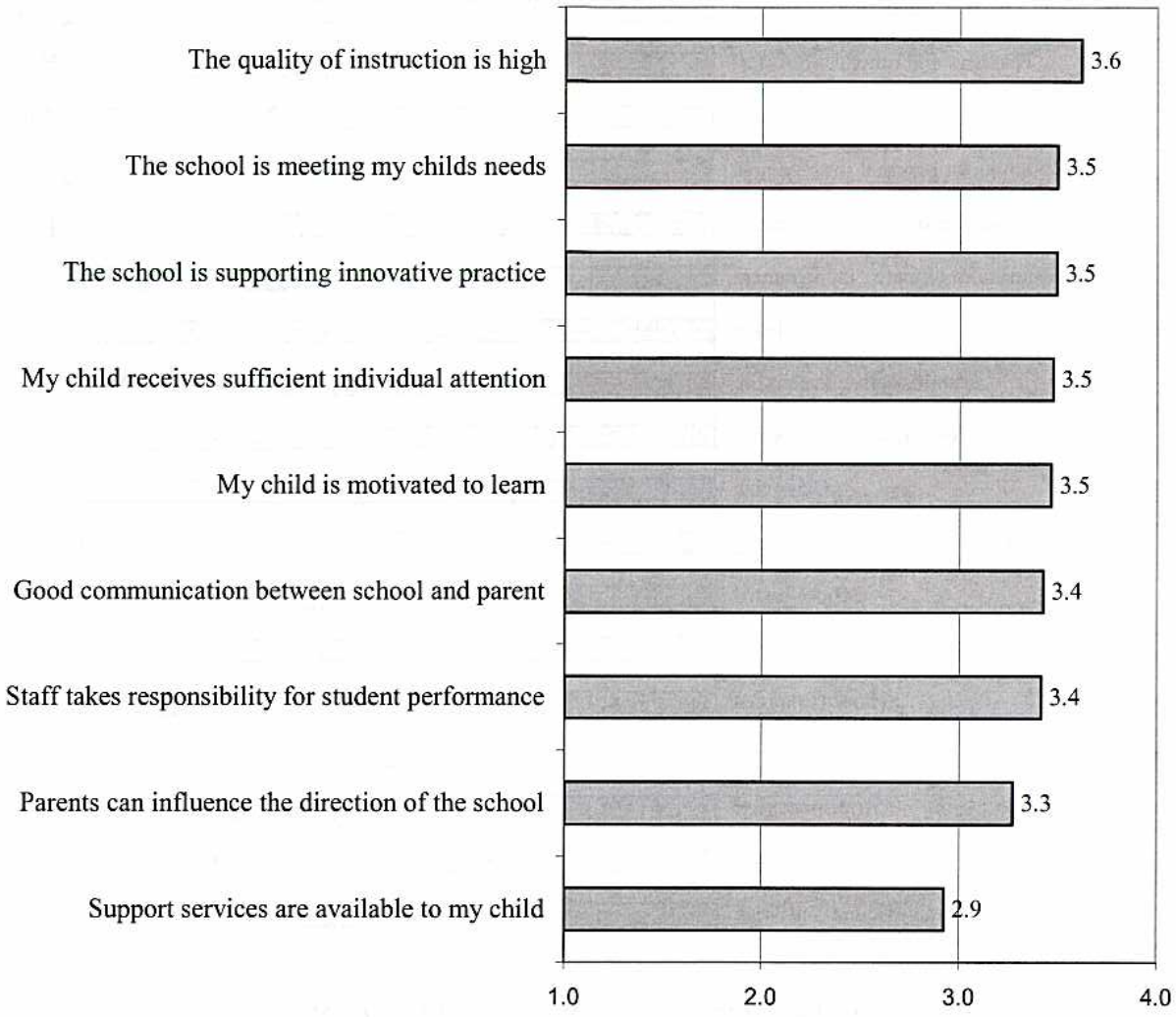
Average rating where 1=Very dissatisfied and 4= Very satisfied

Meeting Children's Needs

Parents were presented with a number of statements about their charter school, many of which focused on the school's performance in meeting their children's needs. Parents were asked to rate their agreement using a 4-point scale, where 1 = "strongly disagree" and 4 = "strongly agree".

As Figure 21 illustrates, the responses are very positive, with average ratings ranging 3.4 and above for 7 of the 9 aspects. Parents strongly felt that the school is meeting their child's needs (average rating 3.5). Parents believed that the quality of instruction is high (average rating 3.6) and that their child is motivated to learn (average rating 3.5). The lowest rating was given to the school's ability to provide support services (2.9). (These findings are consistent with the parents concerns regarding school resources).

Figure 21. Rating the Performance of the Charter School



Average rating where 1 = Strongly Disagree and 4 = Strongly Agree

Finally, parents were asked to describe the greatest strengths and weaknesses of the charter school. The following list summarizes (in no particular order) the most frequently cited responses:

Greatest Strengths

- Educational program
- Staff
- Small size
- Relationship with parents
- Families
- Dress code
- Fewer social problems
- Student accountability
- Flexibility (in virtual schools)
- Ability for students to work at own pace

Greatest Weaknesses

- Facility
- Lowering expectations
- Leadership/Administration
- Teacher turnover
- Focus on test scores
- Lack of extracurricular activities
- Insufficient funding
- Communication with parents
- Distance from home to school
- Sponsoring district

SITE VISIT

NWREL evaluators visited each of the new charter schools founded in each year over the past five years. In May 2004, one NWREL staff member visited the three new charter schools: Meridian Medical Arts Charter School, North Star Public Charter School, and White Pine Charter School.

The purpose of these visits was to draw a picture of what makes these schools unique. It was also an opportunity for these new schools to share stories of their achievements as well as their challenges in running a charter school. The site visits generally consisted of classroom observations; focus groups with parents, teachers, and students; and a meeting with school administrators and the school board members. The following is a summary of the three school site visits conducted in May 2004.

Meridian Medical Arts Charter High School

Meridian Medical Arts Charter High School (MMACHS) is one of three charter schools in the Meridian Joint School District, which covers Meridian, Eagle, and part of Boise. Student enrollment in the district has grown 40 percent over the past 10 years and the district now has student enrollment of 26,420. MMACHS is located next to another charter school focused on technology. These two charter schools are housed separately in two similar new buildings owned by the district. MMACHS was built in 2003 with about 22,000 square feet and provides the food service for Meridian Charter High School students. The district purchased the land for these buildings about 10 years ago in anticipation of student population growth and future charter schools. The construction of Meridian Medical Arts building was funded by Meridian School District and some grant funding provided by the J. A. and Kathryn Albertson Foundation. The building has a market value of $2.4 million.

Both charter high schools in the district can be described as "district-initiated schools" with involvement of parents and other community members to write charters for schools of choice with an innovative curriculum focus. When the charter school law was passed in 1998, the district surveyed parents and community members as to what curriculum focus should be offered as part of the charter school, and the responses clearly pointed to technology and health-related careers. The former superintendent, Bob Haley, was instrumental in gathering information from the community for these two charter schools.

The principal is a former science teacher, school counselor, and served as an assistant principal for 16 years. He strongly believes that charter schools offer great options for students and parents to focus on career education. Currently working with him in the school are eight classroom teachers, three staff members, one custodian, one secretary and one school counselor. In 2003-04, 135 students, 60 for grade 10 and 75 for grade 9,

were enrolled in the school. Eight students were on individual educational plans for special education. About 70 percent of the students enrolled in the school are female. About 74 students were on the waiting list when the school opened.

Students who reside in the school district have first priority of enrollment. Other than that, no preference or priority enrollment is given to anyone. The school uses a lottery system that is administered by the school district. Names of the candidates are drawn at the Meridian School District office, and the school informs the district when the slots become available. Because of the open enrollment, students in the school are diverse in academic performance and ethnicity. Quite a few students in the school are children of newly arrived immigrants from other countries.

Even though the school enjoys a lot of autonomy and independence, a positive relationship exists between the charter school and the Meridian School District. The school district leases the new school building to the charter school. Two members of the Meridian School District Board of Trustees serve on the Charter Board of Directors and report the status of the charter school to the Meridian School District. The Meridian School District provides transportation for all charter school students. Students at the charter school can participate in various athletic and extracurricular activities through their home schools. Because two charter schools are next to each other, they share a lunch program at MMACHS. Some students from the technology charter school are doing their internship at the medical arts charter school by providing technical support for computers. Principals of both charter schools are exploring more opportunities for collaboration and have agreed to a chemistry class at MMACHS for Meridian Charter students.

The school provides a curriculum aligned with Idaho standards, while also providing unique opportunities for students to pursue job skills in high school. There are four health career pathways: direct patient care, ancillary care, rehabilitation, and emergency care. In addition to regular classroom teachers, some medical professionals are invited to teach in the classroom. Students will have the opportunity to explore careers, job shadow professionals, and participate in internships.

Interview with Teachers

The NWREL evaluator talked with a number of teachers during the site visit. One social study teacher shared his first year experience as follows:

> *I am a new teacher, and I view this charter school as an opportunity for me. In large schools, new teachers like me get kicked around a lot and easily get buried. Here I am able to do my own things and to be innovative in doing cutting-edge things. It is pretty easy to talk with other fellow teachers to team up for curriculum integration. I am constantly in contact with the curriculum*

coordinator in the district. Our school is an educational lab, where we teach and learn at the same time.

Teachers interviewed feel that students in this charter school are not that different from those in other schools in the district. However, students here have higher expectations and a clear sense of the community and the identity of the school. One teacher stated:

Our district has a vision for this school. It is up to us to realize the vision of the school by developing a complete curriculum for the school. There are tons of work for us to do. I hope our school will be a blueprint for success.

The NWREL evaluator interviewed three other teachers during their lunch breaks. All are former teachers within the Meridian School District. One is a certified nurse and worked at St. Alphonsus Medical Center; one teacher was involved in the design of the school. Two of them will lose their tenure if they do not return to a school in the Meridian School District next year. At the time of the interview, both indicated that they would not return, and they were very confident that this school would succeed given its close ties to the district and what it can offer to students.

What we are trying to do here in this charter school is to teach our students academic basics plus a focus on a health-related field. It is a great place to try our new ideas. We are separate but connected to the school district.

Another teacher summed up her first-year experience:

The first year experience for me in this charter school is pretty positive, and the principal lets us make a lot decisions on our own. We have done many cross-curriculum projects, and we have a big voice in the school. Most parents wanted their kids to be in the school. The disciplinary problems are minimal. This is a place where you want to end your teaching career with great satisfaction.

Those teachers also admitted that the charter school is an option for students and teachers who have certain interests. It is not for everyone. Charter schools are limited in many areas compared with large schools.

Interview with Students (Four Students)

To get a sense of students' views of the new school, the NWREL evaluator interviewed four students. All were sophomores interested in a medical career. However, not all of them want to be doctors.

Students were positive about the new environment, and all of them enjoyed the small learning community of the school. They reported that teachers gave them a lot of

individual attention and were much more friendly compared to those in large schools they came from. Regarding the first experience, one student stated:

> *We feel we are all the same here for the similar purposes with some common interest. We are passionate about what we are doing here. We have a career and technology class where we get our career information. I found great relevance in our learning here. For example, in our English class we read books related to medicine, and we did the same thing for biology. However, I miss having lunch with our sports teammates and a lot of choices available in larger schools.*

Once a month, students "dress up for success," which they feel is a great experience for them. These students are proud that other students in the district view their school as a "smart school," better equipped with wireless Internet connections. The school has many laptops for students to use at the school. Because the school does not have a physical library, the Internet access is considered very important for research.

Currently, the school curriculum offers career and technology, economics, English, foreign language, government, health occupation, health and wellness, history, math, science, psychology, strategic study skills, and speech.

Interview with the School Counselor

The counselor had served as a counselor for many years before he joined this school. He stated that the reason he came to the school was that he believes in the school's philosophy of bringing relevance to student learning in the school. In his words, "It is a school where all kids concentrate in one area, and we help them tie everything together."

Because of the small size of the school, he feels that his role goes beyond that of a counselor, that he is more of an assistant principal. He is responsible for registration and spends a significant amount of his time tracking the academic performance of each student and identifying those with certain issues. He then communicates these issues to their respective teachers. Like counselors in other schools, he deals with such student concerns as insecurity, family issues, abuse, and so on. However, a school counselor is usually responsible for about 500 students, and he is responsible for less than half that number. He commented:

> *Meridian is a most innovative school district. Our school is a good example. Here I have time and energy to pay close attention to my students and provide needed help. Initially, I thought this school would only attract the brightest students in our school district, but later I found our lottery system of enrollment has brought a variety of students coming to our school. We have a lot of doers who will fulfill their dream here.*

North Star Public Charter School

Clearly posted at the entrance of North Star Public Charter School is the school mission:

"Developing Virtuous Citizen Leaders"

North Star Public Charter School was approved by Meridian Joint School District in April 2002, and began operation in September 2003, becoming the third charter school in the district. North Star is housed in a new building with about 14,400 square feet. A group of parents, several of whom have expertise in real estate, put together a financial plan and obtained financing through a local bank for the construction of the school. The contractor—and parent of one of the students—gave a significant discount of the construction fee as his contribution to the school. Construction was completed in about three months with the help of many volunteering parents. Most of the students come from Treasure Valley. In 2003-04, 263 K-8 students were enrolled with 13 teachers (32 staff members in total).

Currently the school does not provide transportation for students but provides a carpool list for parents who wish to participate. After school, students gather in front of the school where the school principal calls individual students when their ride arrives. She knows the names of almost all the students, and some kids hug her and say good-bye as they walk by.

The principal, who got her master's degree in education from the University of Idaho, was previously a secondary school administrator, taught music in kindergarten through 12th grade, and has taught reading, speech, and humanities at the high-school level. Before coming to North Star, she served as director of academics for Idaho Virtual Academy. When asked what motivated her to come to North Star, she responded:

> *It is exciting to be in on the start up of a school, completely new with a group of brand new staff members and brand new families. We have chosen the Harbor Method as our model because the management plan is "tried and true", and the curriculum is data driven, rigorous, and aligned from kindergarten through 8th grade.*

She made a point of putting "public" in the name of her school. She told the NWREL evaluator that it is important for the community to know a charter school is still a public school.

Curriculum

North Star Charter School is fashioned after Liberty Charter School, the original Harbor School and model. The Harbor School method is centered on founder Becky Stallcop's belief that:

> *When students are given a learning environment with low threat to their personal safety and self esteem and highly challenging academic content, the inevitable outcome is accelerated learning.*

The name Harbor School Method comes from total commitment to make schools a "safe harbor" for the children.

In alignment with Idaho state standards, the North Star offers:

Language arts using the Spalding Method for teaching phonics, spelling, reading, and writing; the Six Traits method for writing; and the Shurley Method for grammar.

Science with emphasis on hands-on experimentation and functional knowledge of scientific methods.

Mathematics as a tool for reasoning and problem solving in a purposeful way (Saxon Math is used for homework).

Music training, including basic keyboarding skills for kindergarten through grade 3, choir, string instruments, and after-school music activities.

Social studies emphasizing the understanding and application of the knowledge, concepts, principles, and themes embedded in each of the social studies: history, geography, political science, and economics.

Technology to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges.

Spanish and Physical Education as a part of the week for each child (at this time P.E. is offered on the playground or in the classroom. There is no gym yet in the school).

A variety of tests required by the State are used in the school to assess progress and to identify areas in need of improvement. These tests include the Idaho Reading Indicator (IRI) for kindergarten through 3rd grade, the Idaho Standards Achievement Test (ISAT) for grades 2 through 8, the Direct Mathematics Assessment (DMA) for 4th, 6th, and 8th grades, and the Direct Writing Assessment (DWA) for 5th graders.

The school now has a curriculum that is well articulated and aligned from K to 8. Teachers meet Friday afternoons for collaboration while students are released to go home at noon. To make up for the time used for this purpose, each school day at North Star is 15 minutes longer than the regular schedule.

Interview with Parents

The NWREL evaluator interviewed three parents, and all of them were involved in founding this charter school. When asked why a charter school is needed here, one parent responded:

> *In the city of Star, we don't have many choices as for what kind of schools we want to send our kids to. Our regular schools have become increasingly crowded. This was when the idea of a neighborhood school started to brew. The charter school is a great opportunity we all wanted to jump on.*

Through word of mouth, the concept of the charter school was echoed by many parents who have school-age children. The support by parents at the school is enormous, and Hidden Spring Charter School, a charter school in the Boise school district provides a concrete model for parents to understand what a charter school looks like.

In discussing the benefits of attending the North Star, parents listed the following:

Size of the school. The school is relatively small, and parents want the school to remain small even though 550 students are on the waiting list[5]. Because of the small size, parents feel individualized instruction is possible.

Discipline. To provide a safe environment for student learning is part of the mission of the school. Therefore, student discipline is strictly enforced in the school, which includes dress code, attendance, and acceptable language. Weekly newsletters are sent to parents to keep them posted on what is going on in the school.

Ownership. Because many parents were involved in founding the school, they have a strong sense of ownership. In 2003-04 about 140 families volunteered in the school, and each day 30 to 40 parents were doing various volunteer work in the school. The school was able to raise from parents $5,000 within two weeks for part of the school construction.

Curriculum. Parents feel that curriculum in the school is contextual and relevant. It is more of an open-ended curriculum that has room for students to take challenges.

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[5] There is a ranking of priority in student enrollment: 1. children of founding parents, 2. students with siblings in the school, 3. students from Meridian School District, and 4. students from other places.

Interview with Gale Pooley

Gale Pooley is the chairman of the school board for North Star. He is considered by many parents as the founder of the school. He had been instrumental in putting together the petition for the charter school and the financial plan for building the new school. He got his Ph.D. in economics from the University of Idaho and taught at Albertson College. He is currently a commercial real-estate appraiser.

Using economic terms, he felt equity, ownership, and a return for parents are essential factors for the success of the school. He told the NWREL evaluator that "With this school, parents have a lot of say in school decisions, and parents contribute to the school in different forms and add value to the school. Here we bring ideas to school and get it implemented right away."

He cited that student achievement in North Star is 20 percent higher than the Idaho state average, while the costs of running the school are 20 percent lower than the state average. He strongly believes that North Star is a good example of how to set up a charter school with a strong culture, a firm financial plan, a good working relationship with the authorizing school district, and high standards for student achievement.

He also stated that North Star is not for every student. He feels it is only good for students who choose to attend and parents who choose to make the commitment to the school.

He also recognizes that setting up a school and operating a school could require different skills. He is pretty open-minded towards how to sustain parents' enthusiasm and models of successful schools in the long run.

Interview with Students and Teachers

The NWREL evaluator interviewed five students, three of whom have siblings in the school. They all enjoy the personal attention they receive from their teachers and that class participation is encouraged in every classroom at every level. They appreciate learning math all year round instead of section by section. They stated that there are many rules in the school. Dress code is one of them. When asked what they want to change in the school in the near future, they said allowing them to wear jeans and to participate in after-school sports.

All three teachers interviewed reported that some of students previously had issues at regular schools and a good portion of their students used to be home schooled. They all agreed it is important for their school to remain connected with the school district. Instead of taking resources from the district, they believe that they are carrying the "burden" of the school district to meet the needs of those students. They are fully aware they are not offering everything that a large school could offer.

White Pine Charter School

It is fair to say that the beginning of White Pine Charter School was rather bumpy. The application for the new charter school was denied twice by the sponsoring Bonneville School District before getting approval in July 2002. According to Anita, one of the school board members, the main reason for the denial of their application was the busing of students. The relationship between the sponsoring school district and White Pine is still young and developing. The school district was offered a position on the governing board but declined because of "conflicts of interest." The school district is described by charter board members as generally supportive when asked, but tends to limit its involvement.

Anita, a professional CPA, was instrumental in putting together the application, although she considers herself an "editor and publisher" of parents' ideas. She serves as treasurer of the charter board and her husband, Dan, is the chair of the board. Anita volunteers a significant amount of time managing the school's finances and business. Dan and Anita have one child who attended a charter school before they moved to Idaho Falls in 1999. At that time there were no charter schools in Idaho Falls, and their ideas of forming a new charter school were soon shared and supported by many other parents in the area.

With a special land-use permit, White Pine Charter School is currently located in a residential area. White Pine Charter School currently leases temporary buildings placed at this site. The new school is planned to be built at the current school site. In 2003-04, the school enrolled a total of 195 students in kindergarten through 6th grade. Initial enrollment was completed through a lottery held in April 2003. Advertisement for enrollment was in English and Spanish through multiple media sources. Upon completion of the lottery, according to the charter, preference was given first to students from the sponsoring school district. Parents are responsible for student transportation. The neighboring Tie Breaker Elementary provides lunch for students of White Pine and also provides services to special education students on contractual basis.

Dr. Jewel Hoopes served as the school principal in 2003-04. She was approached by the charter board in the summer of 2003 for the administrator position. She was a former school principal and assistant superintendent and worked for the Idaho State Department of Education. In March, the charter board members reached a decision not to offer her a contract in the coming year for apparent incongruence between school board expectations of her and what she would like to do in the school. Some parents interviewed during the site visit expressed mixed feelings regarding the decision without knowing details of the school operation, but they were trusting board members to make this decision for the benefit of the school.

The principal's position was advertised through the district web site. Peggy Sharp was selected in June to head the school in the coming school year. Peggy was a teacher/princi-

pal at Osgood Elementary School in Idaho Falls District #91. She taught 2nd and 6th grades for 17 years and was principal for the last four years. She has a master's degree in instruction and curriculum and holds an administrative endorsement from Idaho State University. She has been in education for 26 years. Even though she is still new to White Pine, she has been amazed at the commitment and work ethic of the parents involved in this school.

Curriculum

The curriculum framework at White Pine Charter School is largely modeled after Colorado-based Parker Core Knowledge Charter School, whose curriculum is based on the Core Knowledge Series of books edited by E. D. Hirsh, Jr. At White Pine, the skills and content of Core Knowledge (what K-8 students need to know) were reported to provide approximately 50 percent of the total skills and content taught at White Pine. Many of these skills are integrated into the specific curriculum materials such as Open Court Reading K-3, novel-based reading 4-6, Everyday Mathematics K-6, and Shurley Grammar 1-6.

Due to the limits of the school budget, two parents volunteered their time to teach music using a curriculum selected by a professor from Boise State University.

Interviews with Parents

The NWREL evaluator interviewed four parents of children in the school. All of them appreciated the choice that the charter school has offered them. One parent told the evaluator that her son has anxiety problems in a large school, and the school counselor recommended a private school they could not afford, so the charter school became a great alternative. The parent has another son who is also at White Pine attending kindergarten from 8:15 a.m. to 3:15 p.m. This extended period of time at kindergarten means a great deal to her family.

Another parent, with four children in the school, enjoyed what the school could offer at this time. However, she felt that there is a lack of clear policies regarding the evaluation of teachers and the school principal. She also feels there should be a fine line between parental involvement and interfering with classroom teaching. She feels parents and board members need to respect the professionalism of the teachers hired in this school. She cited incidents of one school board member going into the classrooms without permission of teachers.

Interview with Teachers

The first years in this new charter school were, for those teachers interviewed, a mixed experience. On one hand, they enjoyed the challenge of starting a new school and the

flexibility in teaching. Because of the small size, the teachers found they had more time to give students individual attention and to collaborate with other teachers in the school. Because of active parent involvement in the school, all three reported they had much better communication with parents. Parents are expected to volunteer 20 hours each school year. On the other hand, they believe that "Core Knowledge" and "Idaho Standards" are just a curriculum framework and that they need to develop a specific curriculum to meet students' needs. They felt there is a lack of leadership in facilitating the process and that communication between teachers and administration is inadequate. Some teachers reported they were left out of the communication loop on such highly relevant issues as school days and their salaries.

Currently, because of the space limitations, the school's 12 computers are located in a single room, which is also where the principal's cubicle is located. There are no computers available for teachers to use in their classrooms. This negatively affects many things that teachers could do with their students in the classroom. However, all teachers have access to Internet.

CONCLUSIONS

Over the past five years, Northwest Regional Educational Laboratory evaluators have collected a significant amount of data from Idaho charter schools through self-reported school profiles, stakeholder surveys, and site visits as part of a contract with Idaho Department of Education. Although most of the data collected are self-reported and descriptive in nature, analysis of the data provides a clear picture of the current status of Idaho charter schools and their successes and challenges.

The conclusions of this report are based on the data collected over the past five years and organized around three guiding questions for this study:

1. Did the charter schools accomplish what they proposed, based on their mission and goals? (Accountability)

2. Did their students meet the achievement levels proposed in their charter school applications? (Student Performance)

3. What makes a charter school in Idaho unique? (Uniqueness)

Accountability

The number of charters approved in Idaho increased from eight in 1999-2000 to 19 in 2003-04, and, during this same period of time, the number of students enrolled increased from 935 to 4,796. Out of 19 approved charter schools, one never opened and two had their charters revoked. The data in 2003-04 for the remaining charter schools show that 89 percent of organizational goals established in the petitions approved by the sponsoring districts were met (50 percent) or exceeded (39 percent); 9 percent of these goals were partially met; and only 2 percent of these goals were not yet addressed.

Student Performance

The 2003-04 data (self-reported) show that 83 percent of student performance goals were met (68 percent) or exceeded (15 percent), and 17 percent of the goals were partially met. All charter schools used multiple tools to assess their student academic performances in compliance with statewide assessment requirements.

Uniqueness

Idaho is one of few states that have amended their charter school laws to include virtual learning as an option for delivery of instruction. In 2003-04, approximately 43 percent of 4,796 Idaho charter school students were served by two virtual schools (Idaho Virtual

Academy and Idaho Virtual High School) online. Character education and hands-on experiences are part of the curriculum for most charter schools in this study.

As a school option, charter schools in Idaho have support from the communities they directly serve. Parental involvement is common in charter schools and, in fact, is expected by these charter schools as part of their operation to the extent the parents were actually doing the voluntary teaching. Teachers in charter schools have a high level of commitment, and they frequently mention joining charter school faculties to have a choice to explore new educational ideas. Students surveyed were positive about their experience in charter schools for the individual attention they could get from their teachers and for timely feedback for their academic performance.

As Idaho charter schools are on their way to maturity, they face a series of challenges:

Facility

About 50 percent of charter schools in Idaho are operating in temporary facilities. It is still an uphill struggle for these schools to find themselves eventually in permanent facilities. Some temporary facilities are crowded and limiting to student learning activities.

Public Image

Some charter schools still have difficulty defining who they are and how they are different from their district schools. There is still lack of understanding in the community that charter schools are public schools.

Relationship with Sponsoring School District

Even though charter schools were designed to be autonomous in many respects, the relationship with or the support they could get from their sponsoring school districts could be crucial on a number of fronts, such as facility, lunch program, transportation, and purchasing. More discussions are needed at different levels regarding district roles in supporting charter schools and the ways in which charter schools could involve their district effectively in operating their schools.

School Leadership and Governance

There is a strong need for technical assistance for these charter schools in their leadership and governance in handling such issues as budgeting, personnel policies, and community relationships.

Sustaining Parental Involvement

For most charter schools in Idaho, founding parents were instrumental in setting up their charter schools. These schools have thrived on their enthusiasm and dedication. As children of these founding parents leave charter schools, it will be a challenge to sustain that level of enthusiasm and dedication, particularly when the success of the school is dependent upon them. Some schools may also shift their focus over time as ideas and needs change within communities.

APPENDIX: SCHOOL PROFILES

SECTION ONE

ANSER CHARTER SCHOOL

Sponsoring District: **Independent School District of Boise City**

LOCATION: Boise DISTRICTS SERVED: Boise	OPENING DATE: September 4, 1999

GRADE LEVELS & STUDENT ORGANIZATION
K-6

One Kindergarten	18 students
Two Early Childhood Multiage Classrooms (grades 1 and 2)	38 students
Two Middle Childhood Multiage Classrooms (grades 3 and 4)	42 students
Two Upper Childhood Multiage Classrooms (grades 5 and 6)	46 students
Total Students	144

ANSER will expand to 7th grade in 2004-2005 and to 8th grade in 2005-2006
The school has grown from 112 students in its first year of operation to its current population of 144 students.
☑ Check if grade levels have expanded since your first year (if applicable).

FACILITY: Former athletic club, now a children's gymnastics center. Seven handball courts have been remodeled into classroom settings of 800 sq. ft. each. An eighth classroom serves as a computer lab and library. A ninth converted space serves as the school office. Space is rented during the week for PE and Community Based Curriculum activities from the leasing agency.

Handicap Accessible: ☑Yes ☐No

☐Permanent ☑Temporary Square Footage of the Total Area: 7200

MISSION: To educate the whole child in a collaborative learning environment where individuals are inspired to be self-motivated and to feel a sense of connection and responsibility to the world. This school is committed to fostering learning that imagines a better world and works toward realizing it; promoting within each child autonomy, creativity and the ability to collaborate; embracing the diversity that surrounds us; growth through discovery, reflection and balance; and the use of developmentally appropriate practices and real-world experiences to educate.
ANSER will serve as a leadership catalyst and ambassador for educational reform that emphasizes powerful teaching and learning.

CALENDAR:
Total number of school days: 155
Additional teacher contract days: 27
Does your school calendar follow that of your district? ☐ Yes ☑ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).
ANSER's schedule is set to begin after Labor Day each year. Our day runs ½ hour longer than the school day in the district. The school is committed to consistent, ongoing professional development based on the current year's goals. Approximately one day per month is spent as a staff focusing on goals toward powerful teaching and learning. The staff is also committed to a four-day summer institute and a two-day summer retreat reflecting on the past year's goals and formulating new ones for the upcoming year.

AMENDMENTS AND WAIVERS:
Have you made any amendments to your original charter? ☑ Yes ☐ No
Amendments have been made in the areas of special education, addition of 7th and 8th grades for future years as well as various policies

Have you applied for any waivers to any requirements? ☐ Yes ☑ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☑ Yes ☐ No
Flexibility with salary schedule

What, if anything, have you put in its place?
ANSER's salary schedule

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.	☒		
Character Instruction	☑	Multiage/Grade	☑
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☑	Service Learning	☑
Individual Learning Plans (not Special Ed IEPs)	☑	Technology as Major Focus	☑
Exped. Learning Outward Bound (ELOB)	☑	Thematic/**Interdisciplinary**	☑
		Hands-On/**Minds-On**	☑
Project Based (not part of ELOB)	☐		

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/**Day**	☑	
Block Scheduling	☑	
Year-Round	☐	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

Community Based Curriculum: One afternoon each week students participate in activities based on the ten design principles of Expeditionary Learning Outward Bound. These activities take place throughout the community: Animal Shelters, Veterans' Homes, Theatres, Discovery Center, ARC, etc.

Sixth Grade Year of Service: All sixth grade students participate in a year-long service project they design and implement with the help of a Boise community mentor.

Fieldwork: Students collect data outside the school walls that compliment their area of study. Data is brought back into the classroom and analyzed and reflected upon. Field specialists are brought into the classroom to compliment the curriculum.

Revision and Critique: Examining and assessing student work allows teachers to discover what students know and how they learn, and provides teachers with information on how to improve instruction and curriculum. Critique and revision become habits of mind for the entire community.

Technology: Technology is integrated throughout the curriculum at each grade level.

Spanish: All students receive Spanish instruction weekly.

Teacher Study Groups: Teachers model a culture of reflection, critique, revision, and collaboration.

Student-Led Parent/Teacher Conferences: Students are able to assess work over time and share growth and challenges with teachers and family members. The portfolios offer some of the best evidence of what students know and can do.

Student Portfolios: Teachers and students use portfolio assessment to drive student performance.

Collaborative Teacher Accountability and Professional Growth: Teachers and administration work as partners in an accountability system that encourages growth for all members.

Check all assessments that your school used this year to measure student performance.	☒		
Idaho Reading Indicator	☑	ACT	☐
Direct Mathematics Assessment	☑	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☑
Idaho Standards Achievement Test (ISAT)	☑	Individual Education/Learning Plans	☑
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☑

Do you use a continuous school improvement process? Please explain briefly.

ANSER's continuous improvement process focuses on research and data driven processes agreed upon and carried out by a team of people (including board members, staff, parents, and students) empowered to improve the system in all areas.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ Students will meet or exceed district level proficiency on the Fifth Grade Direct Writing Assessment	Writing Workshop, Six Trait Writing, Writing throughout the curriculum, Professional Development with emphasis in writing, Using exemplary models of writing, authentic writing activities, strong instructional leaders	☑Exceeded ☐Met ☐Partially Met ☐Did Not Address	ANSER students scored 91% proficient compared to 72% proficient for the district. ANSER's average score was 3.17 compared to 2.7 in the Boise School District (based on a 4 point scoring guide) ☑Available for external review on the Idaho State Department of Education web site
♦ Students will meet or exceed district level proficiency averages on the Fourth and Sixth Grade Direct Math Assessment	Consistent Professional Development in cognitive guided math instruction and a balanced math program, aligned curriculum, strong instructional leaders	☐Exceeded ☐Met ☑Partially Met ☐Did Not Address	ANSER fourth grade students scored 65% proficient compared to 72% proficient for the district. ANSER's average score was 3.0 compared to 2.7 in the Boise School District (based on a 4 point scoring guide) ANSER sixth grade students scored 75% proficient compared to 38% proficient for the district. ANSER's average score was 3.02 compared to 2.3 in the Boise School District (based on a 4 point scoring guide) ☑Available for external review on the Idaho State Department of Education web site

♦ Students will meet or exceed district level proficiency on the Idaho Reading Indicator in grades K-3.	Balanced early literacy program and strong instructional leaders, professional development, Reader's Workshop, Book Clubs, Socratic Seminars and Literacy Circles, reading throughout the curriculum, aligned with national, state and school standards	☐Exceeded ☐Met ☑Partially Met ☐Did Not Address	ANSER students were above the district averages in all grade levels in the fall testing. All students were above the district average except 1st grade on the Winter Idaho Reading Indicator. Spring testing was not complete at the time of the profile report ☑ Spring scores will be available for external review on the Idaho State Department of Education web site
♦ 75% of students at grade levels 2-6 will score at the proficient or advanced levels in reading, language arts, and mathematics on the spring Idaho State Achievement Test	All the above	☐Exceeded ☐Met ☐Partially Met ☐Did Not Address	At the time of fall testing, students were above the district and state averages in all grade levels in all testing areas (reading, language arts, and mathematics). Spring testing was not complete at the time of the profile report ☑ Will be available for external review on the Idaho State Department of Education web site
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ The ANSER Community will have increased levels of participation	The expectation that this is a collaborative learning community within and outside the walls of the school	☑Exceeded ☐Met ☐Partially Met ☐Did Not Address	✓ 100% participation for: • Goal Setting Conferences • Fall Student Led Conferences • Individual Academic/Character Conferences ✓ 95%+ attendance at grade level Expedition Nights ✓ Over 90% of our community population volunteers in some way

☒ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	4 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: 1 x mo ❖ General meeting times: Every third Wednesday, 6:00 ❖ Do you follow open meeting laws? ☑Yes ☐No
	P S ST CM	1 years	
	P S ST CM	1 years	
	P S ST CM	1 years	
	P S ST CM	2 years	
	P S ST CM	3 years	
	P S ST CM	3 years	
	P S ST CM	3 years	
	P S ST CM	1 year	
	P S ST CM	1 year	

What is the process for being nominated as a board member? A nominating committee consisting of 1 board member, 1 parent, and an additional community member solicit nominations from the board, the ANSER community and the broader community. They then recommend board candidates to the full board for vote. ANSER Community members vote (one vote per family) on the three positions that must be filled by parents.

Are there eligibility requirements for becoming a board member? ☑Yes ☐No
If yes, what are the restrictions? #1: Three positions must be filled by parents of ANSER students. #2: Expertise in specific areas that will benefit ANSER is sought (e.g. financial, legal, management). #3: It is considered advantageous to the Community Board if members from the ANSER Community are members of the Family Council. #4: No preference for enrollment is given to board members.

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Education Director	2 years	Y N	Method of selection: Qualifications
	Organization Director	1 year	Y N	

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☑	☐	We adhere to Boise School District policies in areas in which we have not created our own.
	Attendance	☑	☐	
	Discipline	☐	☑	
	Grading	☑	☐	

SECTION FIVE

STUDENT INFORMATION	2003-2004
FINANCIAL INFORMATION	**2003-2004**
Operating Budget Total dollars available for the school/fiscal year.	$977,494 Percent of budget going to teacher/instructor salaries: 37% $359,074
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☑State/District, $$734,891 Enhancement $: ☑Technology ☑Reading ☑Gifted/Talented ☐LEP ☑Lottery ☐Other: Charter School Dissemination, National Board Teachers Certification, Learn and Serve, Transportation, Achievement Standards ☐Local Tax Revenues $_____ ☑CSRD $18,800 ☑Other Grants $87,200 ☑Donations $80,055 ☑Other : Misc. $24,161 ☑Federal $32,387 For which additional federal funds do you have qualified students? ☐ Title I ☑ Special Education (6B) ☑Other: Title 2 – Professional Development Title 5 – ESEA Building Allocation Do you participate in district discussion as part of consolidated planning? ☑ Yes ☐ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☑ Newspaper(s):__Idaho Statesman, Family Weekly ☑Spanish language news or **radio** ☑Other: Website ☐Other:

Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: 1 % of students: # expulsions to date: 0% of students: # of referrals to date: 5% of students:
Student Enrollment	Total: 144 Waiting List (Documented): 405
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: # Dropped out: 0 # Transferred: 2 went back to home school
Dual Enrollment	Academic % / # In College___/____ % / # In District: 1 student for mathematics %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District /

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	3.4%
	Black	0%
	Hispanic	1.5%
	Native American	1.5%
	White	93.6%
	Multiracial	0%

Free/reduced lunch eligible	#	N/A
Special Education (tested; not including Gifted & Talented)	#	13%
Gifted & Talented (tested)	#	10%
LEP	#	1.4%
Title I	#	N/A

**If there are major differences above between your school and the district, please explain:*

Males	49%	Children of school organizers	.5%
Females	51%	Children of school staff	2%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: • ELOB Regional and National Conferences • Site Visits to other schools • State, Regional and National Conference presentations • Dissemination opportunities • Instructional Learning Teams • School partnership with university • On-site course work on school portfolio # in Grad. Courses related to courses taught: 6 ☑ Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☑Idaho Certificated Adm. ☐Consultant Specialist
	☑Full-time ☐Part-time # Years experience (as Adm.): 4
Staff Qualifications (Instructional Non-Administrative)	# FT: 7 # PT: 2 # Special Ed Endorsements: 2 # Certified Giving Instruction: 9 # Consultant Specialists: 2 (PE and Spanish) # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 11 years # teaching with BA plus certification test: 5 # with MA Degree from accredited college: 4 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside 0
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☑No *Explain:* ANSER has a reputation as a collaborative community that emphasizes continuous professional development opportunities and practices that are aligned and articulated across grade levels and to national and state standards. They are also aware that ANSER uses research based teaching practices and teaches to the whole child realizing the emotional and social aspect of a child's learning is as important as the academic realm. This approach attracts many teacher candidates. They are also aware how supportive families are. How many new teaching positions did you have this year? 2 How many applications did you receive for these positions? 35-40
Number of Departing Staff	#2 Reasons For Leaving: moved to another town, retirement

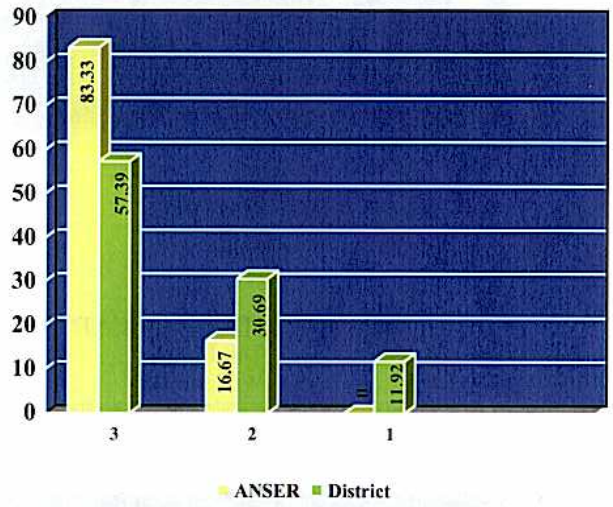
Staff Evaluation	**Describe the current process for evaluating staff:** The entire process is built upon a collaborative model and one that encourages continuous professional growth on a continuum of interest, need, and specific criteria. It is embedded in powerful teaching and learning for both students and teachers. **What is done with this information? And how, if at all, is it connected with staff development?** The information is used for reflection, and growth for self as well as for others. It is intimately intertwined with ANSER's professional development. The process and product are tightly aligned with the vision of the school.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☑Yes ☐No *If yes, where do they come from?* Boise State University In the 2004-2005 school year ANSER will have 5 student teachers from BSU, one from Albertson's, and one from Antioch University, NH.

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Volunteer Involvement	Types Of Involvement: ☑ Tutoring In Classroom ☑ Helping Teachers In Classroom ☑ Instructional Design ☑ PTO/Advisory Committee/**Family Council** ☑ Take Work Home ☑ Other: Community Based Curriculum, Fieldwork, Boise State pre-service students Estimated number of parents participating, on average, per month: 65 Estimated number of other volunteers participating, on average, per month: 25
Business Partnerships (and/or Community Involvement)	Approximately 40 agencies are involved in our Community Based Curriculum, approximately 5-10 community members from the Treasure Valley participate in classroom activities as visiting field guides.
Transportation	Drive/Are driven in private cars: 95% Public transportation: ___% School bus: ___% District transport: ___% Walk/Bike: 5% Other: ___%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☑ Yes ☐ No # times per week: 4 Participate in Child Nutrition Program ☐ Yes ☑ No Offer Free/Reduced Lunch ☐ Yes ☑ No
Other Student Services	Counseling ☐ On site ☐ Through district ☑ Under other contract Special Education ☑ On site ☐ Through district ☐ Under other contract After School Programs ☑ On site (partner organization) Other: Band, drumming, dance ☑ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

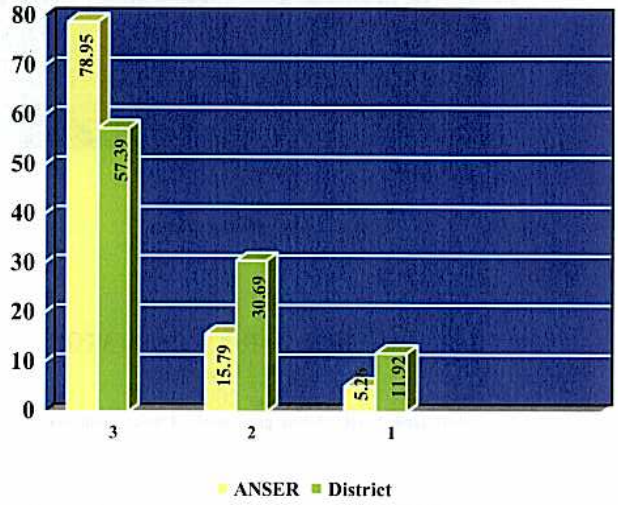
STUDENT ACHIEVEMENT DATA

Idaho Reading Indicator

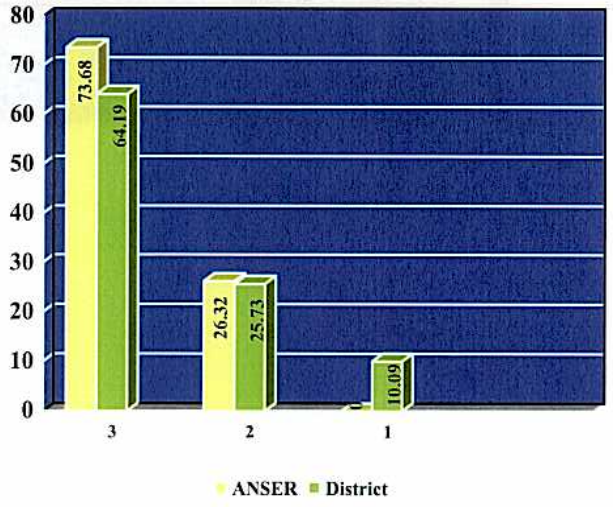
IDAHO READING INDICATOR
Kindergarten
Fall 2003
3-On grade Level 2-Near grade level 1-Below grade level



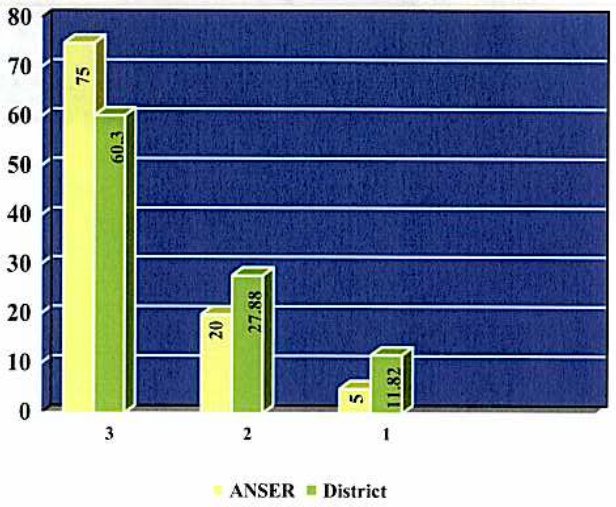
IDAHO READING INDICATOR
First Grade
Fall 2003
3-On grade Level 2-Near grade level 1-Below grade level



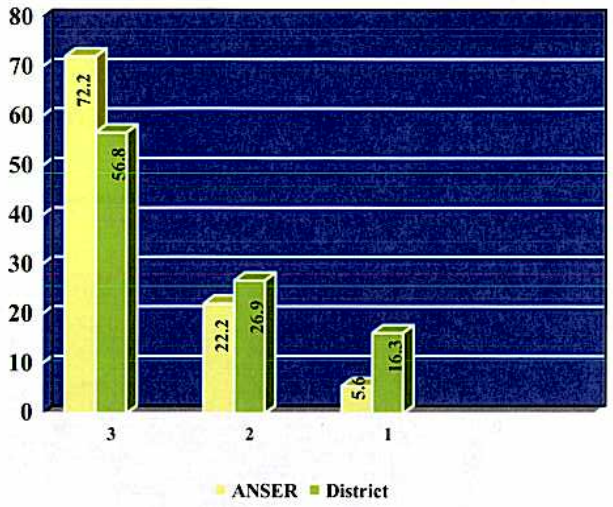
IDAHO READING INDICATOR
Second Grade
Fall 2003
3-On grade Level 2-Near grade level 1-Below grade level



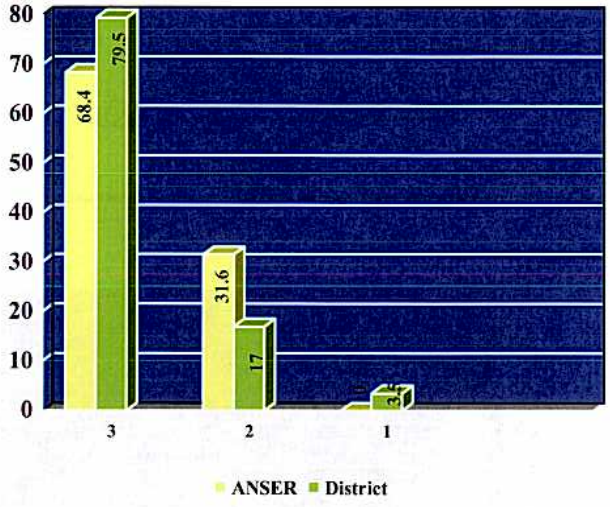
IDAHO READING INDICATOR
Third Grade
Fall 2003
3-On grade Level 2-Near grade level 1-Below grade level



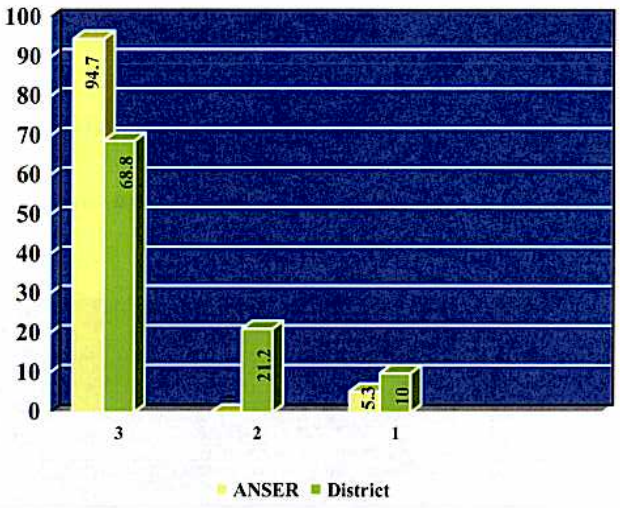
IDAHO READING INDICATOR
Kindergarten
Winter 2004
3-On grade Level 2-Near grade level 1-Below grade level



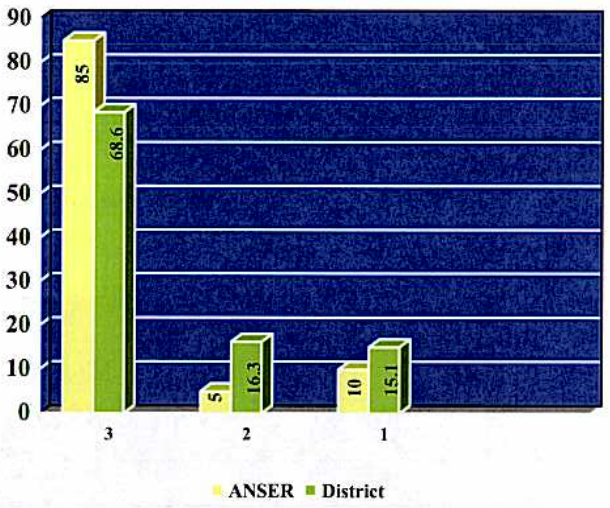
IDAHO READING INDICATOR
First Grade
Winter 2004
3-On grade Level 2-Near grade level 1-Below grade level



IDAHO READING INDICATOR
Second Grade
Winter 2004
3-On grade Level 2-Near grade level 1-Below grade level



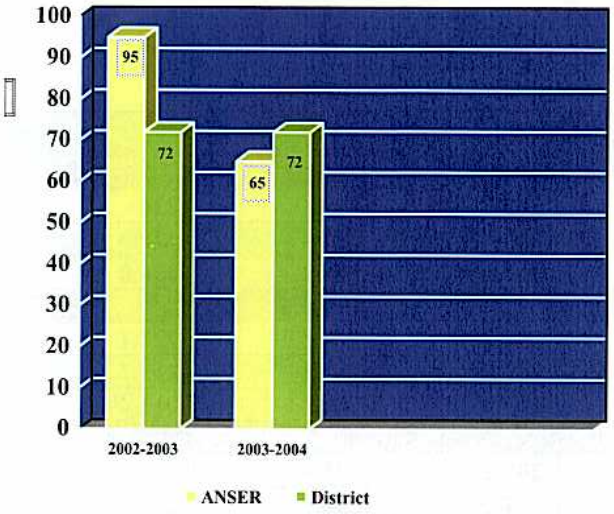
IDAHO READING INDICATOR
Third Grade
Winter 2004
3-On grade Level 2-Near grade level 1-Below grade level



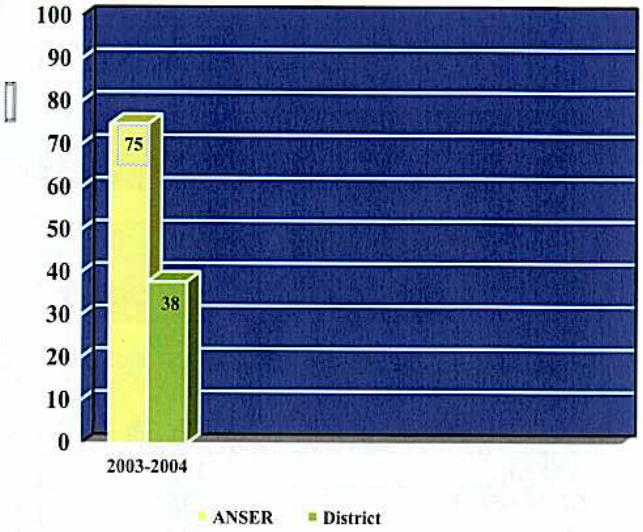
DIRECT MATH ASSESSMENT 2003-2004 **DIRECT MATH ASSESSMENT**

Percentage of Students Demonstrating Proficiency

Fourth Grade



Sixth Grade

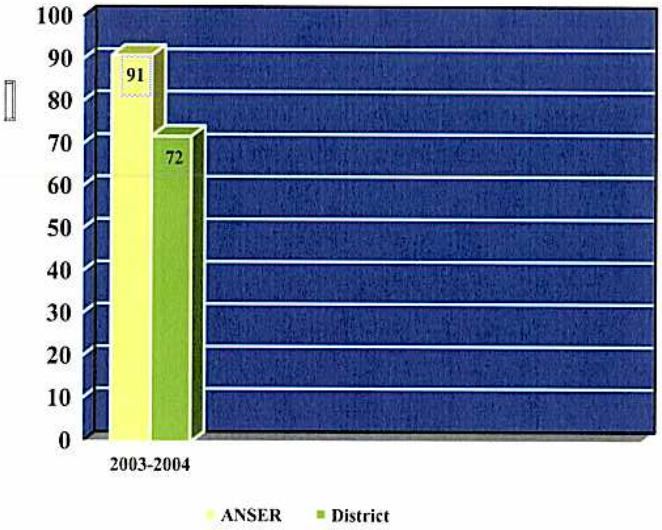


DIRECT WRITING ASSESSMENT

Fifth Grade

2003-2004

Percentage of Students Demonstrating Proficiency



IDAHO STANDARDS ACHIEVEMENT TEST

Fall 2003

RIT SCORE AVERAGES

Grade Level	2	3	4	5	6
MATHEMATICS					
ANSER	185.3	197.1	209.7	221	226
Boise District	181	194	204	211.3	218.5
State	179.5	192.7	202.5	209.1	216.0
READING					
ANSER	182.6	199.1	211.1	224.5	222.1
Boise District	178.6	191.8	201.5	208.1	213.2
State	176.8	190.4	199.5	206.3	211.4
LANGUAGE ARTS					
ANSER	188.6	201	209.1	221.6	223
Boise District	180.7	195.7	204.6	210.9	215.3
State	179	193.6	202.6	208.9	213.6

SCHOOL REPORT CARD 2002-2003

SECTION ONE

BLACKFOOT COMMUNITY CHARTER SCHOOL

Sponsoring District: **Blackfoot School District #55**

LOCATION: Blackfoot, Idaho DISTRICTS SERVED: Blackfoot, Snake River, Aberdeen, Shelley, Pocatello	OPENING DATE: September 2000

GRADE LEVELS & STUDENT ORGANIZATION

The range of grades taught and number of students per grade. Also mention any plans to expand grades taught. Students may be organized as multigrade, multiage, skill level, or by traditional grade level configuration. Note if the grade levels, or number of each, offered have changed since the school opened.

K – 7; 1 – 7; 2 – 13; 3 – 11; 4 – 9; 5 – 13; In school year 2004-05 we will add a sixth grade.

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

We are currently in a commercial property located in a strip mall. We have a storefront room, which has the only windows in the school. We bus our students to a nearby elementary for lunch and recess. We have a small play area that is covered with rocks. We look forward to next year when our new building with a large play area will be completed. We make the best of our situation, but acknowledge that our program would be better facilitated in a different environment.

Handicap Accessible: ☒Yes ☐No

☐Permanent ☒Temporary Square Footage of the Building: 4400 sq ft.

Square Footage of the Total Area: Approx. 8000

MISSION: *The mission of Blackfoot Charter Community Learning Center is to provide students ages five through twelve, grade levels kindergarten through sixth, a student-centered environment designed to improve the way information is perceived and processed. We enhance learning skills and academic building blocks that foster high achievement in academic and behavioral standards, which encourages self-motivation and lifelong learning.*

CALENDAR:

Total number of school days: 177

Additional teacher contract days: 13

Does your school calendar follow that of your district? ☒ Yes ☐ No

If not, please briefly explain the difference(s) (e.g., number of additional school days per year).

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☒ Yes ☐ No

If yes, please explain briefly.

This year we submitted 14 charter amendments to our authorizing district, all of which were approved. Most of the amendments dealt with the legal sufficiency suggestions from the State Department at the inception of our charter. One amendment added sixth grade to our charter and another set our enrollment cap at 120.

Have you applied for any waivers to any requirements? ☐ Yes ☒ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?

☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☒
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☐	Service Learning	☐
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☒	Thematic/Interdisciplinary	☒
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)	x		

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☒		
Block Scheduling	☒		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:
Intercept: Physio Neurological therapy to enable students to overcome learning difficulties. Student centered. Student motivated learning.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☐

Do you use a continuous school improvement process? Please explain briefly.
All stakeholders, including Board members, parents, teachers, staff, and community members are currently developing a strategic plan to guide our decision making at all levels. With every decision, a rationale is made as to how the results will reflect the intent of the charter and therefore improve the learning of our students. This process is followed in Board meetings, staff meetings, curriculum meetings and parent committee meetings.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ The school will expand the use of technology into the curriculum so that students learn how to use and integrate the latest technology available.	Teacher training, availability of technology, & student requirements	☐ Exceeded ☐ Met ☒ Partially Met ☐ Did Not Address	**Student creation of school newspaper and yearbook, student/teacher use of internet for research, keyboarding classes taught by volunteer mom.** ☒ Available for external review
♦ The school will make effective communication skills a top priority of the Learning Center.	Student presentations required in projects, Student Council / classroom Leadership	☐ Exceeded ☐ Met ☒ Partially Met ☐ Did Not Address	**Student Council functions well within the school, Student Presentations are a regular event.** ☒ Available for external review
♦ The school will align with the federal goal that every child reads independently by the end of third grade.	Intercept Program Excellent teachers and parent volunteers who help with struggling students.	Exceeded Met ☒ Partially Met Did Not Address	**Test scores indicate that nearly every child reads independently by the end of third grade** ☒ Available for external review
♦ The school will prepare students for academic success in their quest to master basic skills to become life long learners, which will help them become responsible and productive citizens.	Teachers model citizenship, students are expected to be responsible and productive citizens in the school.	☐ Exceeded ☐ Met ☒ Partially Met ☐ Did Not Address	**Students are able to function as leaders at the classroom level as well as school wide.** ☒ Available for external review

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
♦ The school will provide staff development opportunities which will facilitate professional growth and increased student achievement.	Professional development focus was on classroom management techniques, Intercept as it relates to classroom implementation, NCLB training, and Language Arts Curriculum training.	☐ Exceeded ☒ Met ☐ Partially Met ☐ Did Not Address	100 % teacher and staff attendance at trainings and classroom implementation of concepts learned. ☒ Available for external review
♦ The school will implement a character education program where basic manners and values are taught through the curriculum.	Cheetah values stressed at every level in the school.	☐ Exceeded ☒ Met ☐ Partially Met ☐ Did Not Address	Each student can explain Cheetah values in depth. ☒ Available for external review
♦ The school will maintain a positive, safe teaching and learning climate with emphasis on high expectations of behavior and performance.	Teacher collaboration, and school wide emphasis on respect of individual student differences.	☐ Exceeded ☒ Met ☐ Partially Met ☐ Did Not Address	100% of teachers and 90% of students are returning next year. ☒ Available for external review

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	4 yr.	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 1 ❖ Number of paid consultants to the school: 2 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 4th Wed. 6 pm. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	2 yr.	
	P S ST CM	2 yr.	
	P S ST CM	1 yr.	
	P S ST CM	1 yr.	
	What is the process for being nominated as a board member? *A person wishing to be elected writes a letter of intent to run to the board.*		
	Are there eligibility requirements for becoming a board member? ☒Yes ☐No If yes, what are the restrictions? *A Board member must be a member of the charter school organization.*		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Director	1 yr.	Y N	Method of selection: Hiring Committee

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other:	☐	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 447,365 Percent of budget going to teacher/instructor salaries: 27%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $352,880 Enhancement $3455 ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Lottery ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ Other Grants $91,030 ☐ Donations $_____ ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☒ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☐ Newspaper(s):__(name)_____ ☐ Radio ☐ Spanish language news or radio ☐ Other: ☒ Other: Word of Mouth

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: 4 % of students: 6% # expulsions to date: 0 % of students: 0 # of referrals to date: 0 % of students: 0
Student Enrollment	Total: 60 Waiting List (Documented): 60
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: Parents opted to home school # Dropped out:____ # Transferred: 3
Dual Enrollment	Academic % / # In College___/____ % / # In District ___/____ %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District ___/

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	3%
	Black	%
	Hispanic	5%
	Native American	2%
	White	90%
	Multiracial	%

Free/reduced lunch eligible	#39	65%
Special Education (tested; not including Gifted & Talented)	#12	20%
Gifted & Talented (tested)	#0	0%
LEP	#0	0%
Title I	#20	33%

**If there are major differences above between your school and the district, please explain:*

Males	60%	Children of school organizers	2%
Females	40%	Children of school staff	8%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: 6 –Intercept, Love and Logic, Open Court, Physical Fitness # in Grad. Courses related to courses taught: 0 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☐Idaho Certificated Adm. ☒Consultant Specialist
	☐Full-time ☒Part-time # Years experience (as Adm.): 1
Staff Qualifications (Instructional Non-Administrative)	# FT: 3 # PT: 2 # Special Ed Endorsements: 1 # Certified Giving Instruction: 5 # Consultant Specialists: 0 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 2 Years # with MA Degree from accredited college: 1 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside Endorsements: 0
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No How many new teaching positions did you have this year? 2 How many applications did you receive for these positions? 11
Number of Departing Staff	#: 0
Staff Evaluation	*Describe the current process for evaluating staff:* Teacher self-evaluation, parent and student surveys, and formal evaluation by administrator based on elements of the charter and mission of the school. *What is done with this information? And how, if at all, is it connected with staff development?* Teachers use evaluations to reflect on their teaching, always looking to improve. This leads to identifying specific needs which might be met through staff development.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☒ Instructional Design ☒ PTO/Advisory Committee ☒ Take Work Home ☒ Other: Fundraising, lunch duty, music, keyboarding, extracurricular drama Estimated number of parents participating, on average, per month: 15 Estimated number of other volunteers participating, on average, per month: 15
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: 50% Public transportation: 0% School bus: 75% District transport: 20% Walk/Bike: 0% Other: 0%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☒ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☒ Under other contract After School Programs ☒ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☒ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

STUDENT ACHIEVEMENT DATA

SCHOOL REPORT CARD 2002-2003

SECTION ONE

COEUR d'ALENE CHARTER ACADEMY

Sponsoring District: **Coeur d'Alene School District 271**

LOCATION: Coeur d'Alene, ID DISTRICTS SERVED:	OPENING DATE: September 1, 1999

GRADE LEVELS & STUDENT ORGANIZATION*

6th-84 students (6th grade added in 2002-2003);
7th-75 students;
8th-61 students;
9th-67 students;
10th-35 students;
11th-31 students (11th grade added in 2000-2001);
12th-30 students (12th grade added in 2001-2002)

*Numbers reflect enrollment at the time of accreditation in October, 2003.

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

Owned permanent main building space and three temporary modulars (6 rooms). All handicap accessible. The facility meets basic needs. A master plan for an additional 17,000 sf is in progress.

Handicap Accessible: ☒Yes ☐No

☒Permanent ☐Temporary Square Footage of the Building: 31,100 Square Footage of the Total Area: 4 acres

MISSION:

The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

CALENDAR:.

Total number of school days: 181 instructional days
Additional teacher contract days: 12 ½
Does your school calendar follow that of your district? ☐ Yes ☒ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).
We do follow the district's calendar for the school year, with the exception of start and end dates. Wee begin one week earlier than the district and end three days after the district.

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☒ Yes ☐ No
Our charter was amended to include sixth grade classes beginning in 2002-2003.
Have you applied for any waivers to any requirements? ☐ Yes ☒ No
How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☐	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☐	Service Learning	☐
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☐
		Hands-On	☐
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☒		
Block Scheduling	☐		
Year-Round	☐		

***Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program*:**

We require four years of English and Social Studies; three years of Math and Science; three years of Foreign Language including one year of Latin in eighth grade; and one year of Fine Arts. As a college prep school, we offer very few frills, so most students fill their elective credits with more of the traditional "core coursework."

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☒
		School Developed Assessments	☐

Do you use a continuous school improvement process? Please explain briefly.

We have replaced the TerraNova criterion-referenced tests with the CTP 4 and WrAP tests produced by ERB. We continue to employ the services of a testing and measurement specialist to disaggregate test results and advise us in testing decisions. We receive a comprehensive report on each student, as well as class trends. We also track student progress longitudinally, to determine the effectiveness of our program and to diagnose deficiencies in our instruction.

Regular assessments of all facets of the school by all stakeholders allow us to address concerns related to instruction, policy, and procedure.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ Students will become demonstrably proficient in the skills of reading, writing, speaking, and thinking within the context of the major disciplines of language arts, mathematics, science, and history.	We utilize direct instruction of these skills in all of our classes. We mandate writing across the curriculum, literature in non-literature classes, and an emphasis on higher order thinking skills.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Results from all standardized tests indicate a high rate of proficiency among our students at all levels. Our scores on the ISAT were the highest in the entire state, and our DMA and DWA scores were also considerably higher than the average. Our students' scores on college admissions tests and performance in competitions are also evidence of our high level of achievement. ☒Available for external review
♦ Students will demonstrate knowledge of the traditions and values of past and present civilizations	We integrate a humanities emphasis in all disciplines in our school. Students are required to take both civics and Latin in eighth grade, and two years of foreign language in high school. In addition, we have aligned our literature classes with our history and social studies courses in the high school. Students take Ancient, European, and U.S. history, in ninth, tenth, and eleventh grades, respectively, with parallel literature classes. Seniors take government class and a literature class that focuses on world religions and cultures. Several times each year, we bring in speakers and performers who present societal and historical issues to our students.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Our students exhibit outstanding knowledge of and appreciation for other civilizations within the context of classroom projects and in-class grades earned. ☐Available for external review

♦ Students will gain an appreciation of the fine arts of music, art, and drama.	Our music and art teachers deliver outstanding instruction that not only teachers students how to perform, but provides a historical context for the material learned. Several times each year, we schedule performances by traveling groups to make the arts more accessible to our students. This year, we added a drama class, which has performed productions with great success.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Students demonstrate an understanding and appreciation of the arts by various means, including performance, competition, and exhibits. ☐Available for external review
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ We will prepare students for admission to and success in post secondary education institutions.	We employ a rigorous, content-rich curriculum. Our teachers hold students accountable for their learning. We require homework nightly, and provide an accelerated learning environment.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	All members of our first two graduating classes have enrolled in post-secondary institutions. Our college entry test scores were significantly higher than the national and local averages. ☒Available for external review
♦ Our graduates will have the ability to succeed in our capitalist economy and compete internationally.	We require and enforce a work ethic that fosters success in adult life. Our students understand that they are in competition with one another rand with students throughout the nation for spots in prestigious colleges. What our students master here prepares them for success wherever they choose to go upon graduation.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Our graduates have all gained admission to the schools of their choice, including prestigious colleges both domestically and internationally. ☐Available for external review
♦ We will graduate citizens who contribute to their communities in meaningful ways, and become problem solvers who have the ability to think critically about issues they have never encountered before.	We emphasize the importance of community involvement and volunteerism through prominent placement of groups such as Key Club and National Honor Society. Our students learn about the value of critical thinking through rigorous instruction in the humanities and science, with opportunities in the arts, as well. All classes involve students in Socratic discourse, which leads to improved reasoning skills.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Anecdotal evidence from graduates indicates that college coursework is relatively simple after our rigorous program. Graduates have found academic success as well as recognition in high-profile campus organizations, indicating excellent preparation in high school. The college instructors with whom we have spoken indicate that our graduates stand out for their level of work and ability to handle new material. ☐Available for external review

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	**P** S ST CM	5 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: Monthly ❖ General meeting times: 7:00 P.M. Third Wednesday of the month ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST **CM**	5 years	
	P S ST CM	4 years	
	P S ST CM	1 year	
	P S ST CM	4 years	
	P S ST **CM**	5 years	
	What is the process for being nominated as a board member? Our board members are not elected, but appointed by existing members. Interested parties notify the board of their intentions of pursuing a board position. Upon resignation of a sitting member, the board interviews candidates and appoints a replacement.		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	2 years	Y **N**	Method of selection: Screened and hired by board.
	Vice Principal	2 years	Y **N**	

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other:	☐	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 1,946,000 Percent of budget going to teacher/instructor salaries: 58%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $ 1,906,000 Enhancement $: ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Lottery ☐ Other ☒ Local Tax Revenues $ 40,000 ☐ CSRD $_____ ☐ Other Grants $_____ ☐ Donations $_____ ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☐ Title I ☐ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s):__(name) Various ☐ Radio ☐ Spanish language news or radio ☐ Other: ☐ Other:

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: 35 % of students: 6.5% # expulsions to date: 0 % of students: 0% # of referrals to date: 75 % of students: 14%
Student Enrollment		Total: 350 Waiting List (Documented): 71
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out:1 # Transferred: 84
Dual Enrollment		Academic % / # In College2.5/9 % / # In District 0/0 %/# for Special Education 0/0 Extracurricular % / # In College0/0 % / # In District 1.7/6
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: 12.2%/43 % / # taking college entrance exams: 32 % / # in professional/technical education courses: 0

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	.8%
	Black	.5%
	Hispanic	.8%
	Native American	.2%
	White	96%
	Multiracial	1%

Free/reduced lunch eligible	#NA	NA%
Special Education (tested; not including Gifted & Talented)	#1	<1%
Gifted & Talented (tested)	#NA	NA%
LEP	#0	0%
Title I	#NA	NA%

**If there are major differences above between your school and the district, please explain:*

Males	42%	Children of school organizers	.2%
Females	58%	Children of school staff	1.7%

For new schools only, number of students previously home schooled: #

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & *types of opportunities*: Unlimited. Teachers are assisted in finding and funding development opportunities. Administration allows teachers leave for appropriate training. # in Grad. Courses related to courses taught: 6 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE Principal ☐Idaho Certificated Adm. ☒Consultant Specialist Vice Principal ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.): 9 ☒Full-time ☐Part-time # Years experience (as Adm.): 2
Staff Qualifications (Instructional Non-Administrative)	# FT: 21 # PT: 3 # Special Ed Endorsements: 0 # Certified Giving Instruction: 16 # Consultant Specialists: 8 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 6.8 Years # with MA Degree from accredited college: 10 # with Ph.D. or Ed.D Degree from accredited college: 1 # Teaching In Areas Outside Endorsements: 2
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No How many new teaching positions did you have this year? 3.2 How many applications did you receive for these positions? 52
Number of Departing Staff	#: 1 Reasons For Leaving: Relocation
Staff Evaluation	*Describe the current process for evaluating staff:* We utilize an extensive, formal system of peer, student, and administrative review. All staff observe other classrooms several times each year, and are observed by administration at least twice each year. Teachers participate in a professional growth plan that they help design annually, and against which they are evaluated. This is tied to increased pay in the form of permanent salary adjustments. *What is done with this information? And how, if at all, is it connected with staff development?* All information is shared with teachers in a timely manner, and used to determine goals for the following year, including the possibility of termination for substandard performance or merit pay for exceptional performance. All staff provide written feedback to peers based on classroom observations to improve performance. All staff members are required to further their education and improve professional knowledge as a part of the professional growth plan.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☐ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: 10 Estimated number of other volunteers participating, on average, per month: 5
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: 90 % Public transportation: 10 % School bus: ___ % District transport: ___ % Walk/Bike: ___ % Other: ___ %
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☐ Yes ☒ No # times per week: NA Participate in Child Nutrition Program ☐ Yes ☒ No Offer Free/Reduced Lunch ☐ Yes ☒ No
Other Student Services	Counseling ☒ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☒ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

STUDENT ACHIEVEMENT DATA

Direct Math Assessment
Students at level as percentage

		Advanced	Proficient	Basic	Below Basic
Grade 6	12	41.8	39.1	6.7	
	Male	10.3	44.8	31.0	13.7
	Female	13.3	40.0	44.4	2.2
Grade 8	6	46	46	2	
	Male	5.2	57.8	31.5	5.2
	Female	6.4	38.7	54.8	0.0

Direct Writing Assessment
Students at level as percentage

		Advanced	Proficient	Basic	Below Basic
Grade 9	20	58.3	38.3	3.3	
	Male	14.2	67.8	14.2	3.5
	Female	25	50	21.8	3.1

ISAT – Fall 2003
Average RIT Scores by Class and Gender

		Math	Reading	Language	
Grade 6		226.8	221.3	222.8	
	Male	227.8	221.9		221.9
	Female	225.9	220.8		223.5
Grade 7		235.7	225.8	225.8	
	Male	237.0	226.1		225.5
	Female	235.0	225.7		227.0
Grade 8		238.0	228.6	230.0	
	Male	239.9	228.6		227.6
	Female	236.7	228.6		231.7
Grade 9		244.3	234.4	232.2	
	Male	247.3	236.4		232.8
	Female	242.4	233.1		231.9
Grade 10		250.7	234.4	235.6	
	Male	252.5	234.4		233.3
	Female	249.3	234.5		236.3

***The Coeur d'Alene Charter Academy does not keep records on GT or Poverty.

SCHOOL REPORT CARD 2002-2003

Principal: Nelson Pitotti
Enrollment: 385
Address: 711 W. Kathleen Ave.
Phone: (208) 676-1667
Fax: (208) 676-8667
Website: www.cdacharter.org

Coeur d'Alene Charter Academy

School Report Card 2002-03

OUR MISSION

Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

KEEPING YOU INFORMED

This report is a summary of some indicators of the performance of our school. No single report can tell the whole story of our school's educational program or the people who work and learn here. We encourage you to find out firsthand by visiting our school. If you are a parent of one our students, we invite you to take an active role in your child's learning because studies show that when parents are involved, students do better in school.

HOW WE ARE IMPROVING

By listening to the concerns and input of all stakeholders.

By maintaining a system of professional accountability and improvement for all faculty and staff.

By utilizing student data to assess needs and increase student performance.

WHAT WE CELEBRATE

Self esteem earned by hard work

Ethical decision making regardless of situation.

Integrity of members as it relates to integrity of the institution.

The highest ISAT test scores in Idaho

High standard of discipline for all parties

OUR SCHOOL COMMUNITY

INSTRUCTIONAL STAFF

We are committed to ensuring that our students are taught by a highly trained and qualified staff of instructors. Applicants for teaching positions at the Academy undergo extensive screening by administration, students, parents, staff, and board members. Those hired are required to demonstrate excellence and continuing growth for the duration of their employment.

ABOUT OUR TEACHERS

70	Percent who are "highly qualified" teachers*
30	Percent who are teaching as an approved consultant specialist
0	Percent who are teaching with a letter of authorization
26	Percent of classes not taught by "highly qualified" teachers*
0	Number who are special education teachers

* *"Highly qualified" is a label designating teachers who are certified to teach the classes to which they are assigned. It in no way reflects the actual teaching abilities of individual teachers.*

OUR SCHOOL ENVIRONMENT

Our goal is to provide a place for students to learn without distractions and concerns for safety. We closely monitor activities on our campus and offer programs to prevent alcohol, tobacco, and substance abuse. We collect, monitor, and report on crimes and substance abuse incidents on our campus and at school activities. A complete listing of that information for our school will be available in January 2004 on the State Department of Education's website at www.state.id.us/dept.

Number of students expelled from our school for the following activities on our campus during the past three years	2001-2002	2002-2003
Physical injury	0	0
Homicide	0	0
Rape	0	0
Robbery	0	0
Aggravated assault	0	0
Aggravated battery	0	0
Gun-free school violations	0	0

OUR STUDENTS' ACADEMIC ACHIEVEMENT

The following pages detail the performance of our students meeting state standards in reading, language arts, and math and the progress of our school in reaching state and federal education goals. Below is information on the SAT, a college entrance exam our college-bound students choose to take as part of the college admission process.

SAT

Class of 2003 – average score

	Our students	State	National
Verbal	612	540	507
Math	602	540	519

Group Required Comparisons	ISAT Reading % Tested Goal 95%	 % Proficient or better Goal 66%	ISAT Math % Tested Goal 95%	 % Proficient or better Goal 51%	ISAT Language Arts % Proficient or better Not used this year
8,10th graders 4th, 8th. 10th District wide 4th, 8th. 10th State wide	**School 100%** District 97.7% State 97.21%	**School >95%** District 81.91% State 74.77%	**School 99.02%** District 97.65% State 97.31%	**School 86.14%** District 74.52% State 67.08%	**School 97.06%**
African American	**School *%** District +% State 97.24%	**School ~%** District ~% State 68.53%	**School *%** District +% State 97.51%	**School ~%** District ~% State 51.33%	**School 0%**
Asian	**School *%** District +% State 97.16%	**School ~%** District ~% State 75.75%	**School *%** District +% State 97.68%	**School ~%** District ~% State 75.71%	**School %**
American Indian/ Alaska Native	**School *%** District ^% State 95.45%	**School ~%** District ~% State 52.23%	**School *%** District ^% State 95.82%	**School ~%** District ~% State 47.91%	**School %**
Hispanic	**School ^%** District 97.87% State 95.45%	**School ~%** District 63.64% State 45.98%	**School ^%** District 100% State 95.78%	**School ~%** District 73.33% State 43.43%	**School 0%**
White	**School 100%** District 98.24% State 97.5%	**School >95%** District 83.35% State 78.57%	**School 98.97%** District 98.05% State 97.56%	**School 87.5%** District 75.56% State 70.18%	**School 96.91%**

Students with Disabilities (SWD)	**School** *% District 90.74% State 94.93%	**School** ~% District 40.76% State 31.12%	**School** *% District 94.44% State 95.09%	**School** ~% District 31.25% State 27.8%	**School** 0%
Limited English Proficient Students (LEP)	**School** *% District ^% State 95.45%	**School** ~% District ~% State 35.24%	**School** *% District ^% State 96.31%	**School** ~% District ~% State 36.6%	**School** 0%
Economically Disadvantaged (ECON)	**School** *% District 96.8% State 96.91%	**School** ~% District 75.05% State 62.28%	**School** *% District 95.38% State 97.09%	**School** ~% District 65.78% State 55.26%	**School** 0%

To protect the privacy of individual students the following symbols are used. >95% - The group with Proficency percentages greater than 95%
<5% - The group with Proficency percentages less than 5%; + The group of less than 34 students did meet the state's percent tested goal; - The group of less than 34 students did not meet the state's percent tested goal; ^ Groups of less than 10 students will not have a participation determination; ~ Percent proficient levels are not reported for groups less than 34 students.
Information for these students is included in district and state totals.
* No students reported for this group.

SECTION ONE
HIDDEN SPRINGS CHARTER SCHOOL
Sponsoring District: **Boise School District #01**

LOCATION: Hidden Springs, Idaho DISTRICTS SERVED: Boise, Meridian, Kuna, Nampa	OPENING DATE: August 15, 2001

GRADE LEVELS & STUDENT ORGANIZATION

K= 50 1st=50 2nd=50 3rd=58 4th=28 5th=30 6th=28 7th=30 8th=29 9th=19; We have two sections of k, 1st, 2nd and 3rd. We will add a second section of each grade as our 3rd graders move up until we have two sections of each grade level.

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

HSCS is located on an 11 acre parcel in the middle of the Hidden Springs development. We are housed temporarily in 6 portable units. Our major unit has 8 classrooms, 2 storage rooms and 2 bathrooms. The other units have 2 classrooms each. We have adequate handicap areas and access. Our classroom space is adequate, but we do need more space for special classes such as music, computer lab, science and a gym for P.E. Our portables are temporary. We are actively saving moneys for the down payment for a permanent building. As we do this, we are also actively searching for a lending institution to help us fund the building.

Handicap Accessible: ☒Yes ☐No

☐Permanent ☒Temporary Square Footage of the Building: 15500 sq. ft. Square Footage of the Total Area: same

MISSION:

Hidden Springs Charter School's mission is to develop students who are competent, confident, productive, and responsible young adults with the academic achievements, skills, and attitudes necessary to succeed in high school, and to be offered a post-secondary education and satisfying employment. The school seeks to develop an educated citizenry for the 21st century through a dynamic and interactive academic program where pacing is driven by student capabilities, not textbooks. Students will be well grounded in the basics of reading, writing, math, science, and social studies, and will develop the habits of lifelong learning, curiosity, clear oral and written communication, creative thinking, effective use of technology as a tool, adaptability to new situations and new information, and problem-solving skills. They will develop personal habits and attitudes that lead to accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle; empathy and courtesy for others; respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; and the ability to work cooperatively with others.

CALENDAR: *State the number of school days per year. Describe how your calendar compares with that of your sponsoring district. Note any differences.*

Total number of school days: 175
Additional teacher contract days: 8
Does your school calendar follow that of your district? ☐ Yes ☒ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).
5 fewer days but our school day is longer so we have more hours; 1 full week off for Thanksgiving and 2 full weeks off for spring break

AMENDMENTS AND WAIVERS:
Note any amendments to your original charter, waivers that you have requested, or exemptions to Board Rule.

Have you made any amendments to your original charter? ☒ Yes ☐ No
If yes, please explain briefly.
We worked with the Boise School District to amend our special education section. The district and Hidden Springs is working together to better serve students. This change was initiated by the Boise School District.

Have you applied for any waivers to any requirements? ☐ Yes ☒ No
If yes, please explain briefly.

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☒ Yes ☐ No
(examples: flexibility with salary dollars, state standards in social studies, humanities, health)
We have used part of our administrative allotment to pay for teacher and classified salaries.

SECTION TWO: Educational Program and Assessment

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☒	Service Learning	☒
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☐
		Hands-On	☐
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☐	
Year-Round	☐	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Harbor School Method; direct instruction

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

We use many of the recommended processes found in the National Study of School Evaluation.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ Average of 3 on the DMA	Direct Math Assessment	☒Exceeded ☐Met ☒Partially Met ☐Did Not Address	☒Available for external review
♦ All students reading at grade level by spring	Idaho Reading Indicator and Sylveroli running records	☐Exceeded ☐Met ☒Partially Met ☐Did Not Address	☒Available for external review
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ Score in top quartile, nationwide, using school norms	Iowa Test of Basic Skills	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	***P*** S ST CM	3 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 1 ❖ Frequency with which the board convenes: 1 time a month ❖ General meeting times: third Monday at 7:00 p.m. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	2 years	
	P S ST ***CM***	3 years	
	P S ST ***CM***	3 years	
	P S ST ***CM***	2 years	
	P S ST ***CM***	2 years	
	What is the process for being nominated as a board member? *We have a process where people apply to be on our board. We have a committee of 2 parents, 2 staff members and 2 board members who conduct a screening interview with each candidate to make sure they understand and support the charter document.*		
	Are there eligibility requirements for becoming a board member? ☒Yes ☐No *If yes, what are the restrictions? Only 2 parents can be on the board at any one time. Board members must be supportive of the charter document as written.*		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Administrator	3 years	Y ***N***	Method of selection: application process, interview committee with board making final selection (competitive)

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	Attendance and punctuality are highly stressed Harbor Method is used. Teachers are not granted personal or professional leave when kids are in school.
	Attendance	☐	☒	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other: teacher leave	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$1,189,044 Percent of budget going to teacher/instructor salaries: 39%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒State/District, $ 1,627,419 Enhancement: $21,469 ☒Technology ☒Reading ☒Gifted/Talented ☐LEP ☒Lottery ☐Other ☐Local Tax Revenues $_____ ☐CSRD $_____ ☒Other Grants $ 170,111 ☒Donations $ 53,000 ☐Other Title VI, earnings on investments, and Title II $ 17,045 For which additional federal funds do you have qualified students? ☐ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☐ Newspaper(s):__(name)_____ ☐Radio ☐Spanish language news or radio ☒Other: word of mouth ☐Other:

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: 2 % of students: .005% # expulsions to date: 0 % of students: 0 # of referrals to date: 16 % of students: 4.3%
Student Enrollment	Total: 371 Waiting List (Documented): 495
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: # Dropped out: 0 # Transferred: 14
Dual Enrollment	Academic % / # In College ___ / 0 % / # In District ___ / 0 %/# for Special Education ___ / 0 Extracurricular % / # In College ___ / 0 % / # In District 2%

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	0.54%
	Black	0.54%
	Hispanic	1.62%
	Native American	1.08%
	White	91.06%
	Multiracial	5.15%

Free/reduced lunch eligible	unknown	?%
Special Education (tested; not including Gifted & Talented)	#14	3.8%
Gifted & Talented (tested)	unknown	%
LEP	#6	1.63 %
Title I	#	%

**If there are major differences above between your school and the district, please explain:*

Males	53.243%	Children of school organizers	4.32%
Females	46.757%	Children of school staff	4.86%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: 3 # in Grad. Courses related to courses taught: 20 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.):_____
Staff Qualifications (Instructional Non-Administrative)	# FT: 15 # PT: 4 # Special Ed Endorsements: 0 # Certified Giving Instruction: 20 # Consultant Specialists: 1 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 2 Avg. Teaching Experience: 8.7 Years # with MA Degree from accredited college: 4 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside Endorsements: 1
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No How many new teaching positions did you have this year? 1 How many applications did you receive for these positions? 23
Number of Departing Staff	#: 1 Reasons For Leaving: personal
Staff Evaluation	Describe the current process for evaluating staff: *observations by the principal, goal setting by the teacher/principal, teacher reflection paper* What is done with this information? And how, if at all, is it connected with staff development? *Goals are established for the rest of the year and the beginning of the next school year.*
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☒Yes ☐No *If yes, where do they come from?* Boise State University

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☒ Instructional Design ☒ PTO/Advisory Committee ☒ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: 100 Estimated number of other volunteers participating, on average, per month: 0
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars:72% Public transportation: 2% School bus: 0% District transport: 0% Walk/Bike: 26% Other: 0%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☐ Yes ☒ No Participate in Child Nutrition Program ☐ Yes ☒ No Offer Free/Reduced Lunch ☐ Yes ☒ No
Other Student Services	Counseling ☐ On site ☒ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☒ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

SECTION ONE

IDAHO VIRTUAL ACADEMY

Sponsoring District: Butte County School District

LOCATION: Business office-1488 S. Eagle Flight Way Boise, Idaho 83709 DISTRICTS SERVED: Currently we have students in 93 of the states 115 school districts.	OPENING DATE: September 3, 2002

GRADE LEVELS & STUDENT ORGANIZATION

Currently we serve students in grades K-7th. We first began operation with K-5th and have added 6 and 7 this year. We plan to offer 8th grade for the upcoming 2004/2005 school year. At this time we have enrollment of 1686. We have 23 students in IDVA that are dual enrolled, with 1663 enrolled full time. Our students are placed into their age appropriate grade unless testing determines another placement for them. (Required placement tests based upon our K12 curriculum or special education testing) Our students are allowed to work at their level of skill in order to learn at the level they are functioning academically. The breakdown is as follows:
K- 217; 1st-209; 2nd- 218; 3rd-209; 4th- 203; 5th- 175; 6th- 248; 7th- 208

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

The facility described below is our district/business office. This is a temporary rented facility to centralize district office duties, as well as, to provide a testing center for our students to participate in state mandated testing. At this point in time we do not have any plans for relocating. Our testing facility is paid through grant monies and we continue to write grants to cover this cost. Since our public charter school educates students throughout the state in a home school environment, our teachers work from their homes. We currently have 44 teachers who work out of their home offices. We also have three administrators that work from their home office. Due to an arrangement with the Butte Co. School District, who serves as our chartering entity, we also have a small facility in Arco, Idaho. This houses our community relations and operations personnel, as well as, housing student records and serves as yet another testing site.

Handicap Accessible: ☒Yes ☐No

☐Permanent ☒Temporary Square Footage of the Building: We have 1,649 sq feet for office space with 2,969 sq. feet for our testing center. Square Footage of the Total Area: 4,618 sq. feet

MISSION:

The Idaho Virtual Academy will strive for student mastery of a rigorous, research-based curriculum delivered on- and off-line that puts public school accountability, teacher competence, and parent/adult involvement at the center of student learning.

The Idaho Virtual Academy will help students achieve their full academic and social potential by empowering them with great teachers, parental involvement, a research- and mastery-based curriculum, and a supportive school community focused on results.

In addition to their academic needs, the Idaho Virtual Academy will serve students' social, emotional, and physical needs. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student.

VISION:

Empowering teachers and parents today with the tools of tomorrow.

CALENDAR:

Total number of school days: 190 days where teachers are available. Due to the virtual setting, families can school 24/7-365 days a year.
Additional teacher contract days: Our teachers have a contract of 230 days. That is an additional 50 over the 190 teaching days.

Does your school calendar follow that of your district? ☐ Yes ☒ No
Since our students are schooled at home with parents acting as coaches to the certificated teacher we encourage our entire student to be schooled at any time during our calendar year at the time of their choosing. We only report attendance for funding for the duration of a 36-week calendar school year.

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☒ Yes ☐ No
On September 18, 2002 some minor amendments were adopted which had been made to provide legal sufficiency to the document per the direction of the State Department of Education.

Have you applied for any waivers to any requirements? ☒ Yes ☐ No
IDVA has applied for an LOA for one teacher, Shelley Andrus who is currently degreed and in a program acquiring certification in education; IDVA has requested a waiver for Dale Schwartz, another teacher, from the reading endorsement requirement. Both waivers have been granted.

How have you taken advantage of exemptions of Board Rule if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☒
E.D. Hirsch's Core Knowledge	☒	Multiple Intelligences	☒
Foreign Language At All Grades	☐	Service Learning	☐
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☐
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☐	
Year-Round	☒ Again, parents can school 365 days a year, but teachers are only available 180 days.	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

In our model, an experienced teacher serves as mentor and team leader to parent team members. Teachers will be charged with overseeing content coverage and ensuring proper delivery of the instructional system. Teachers will assist both responsible adults and students with curriculum questions. They will also provide instructional assistance and make suggestions about employing a variety of teaching strategies. Teachers will be assigned regionally in the state and will be available by phone, e-mail, and in-person visits to ensure that each child is progressing towards his or her individual goals.

Parents (or other responsible adults) will guide children through the daily lessons and help ensure that students are learning. Parents will also communicate regularly with teachers, help students manage their time. Teachers will keep daily attendance logs of student work, using an on-line system that tracks the number of minutes logged each day in each school subject—and that aggregates the hours and minutes so that students, parents, teachers, and administrators can see if students are on track to meet the school's attendance requirements.

Though our proposed delivery of material is unique, our approach to pedagogy is not. To accommodate the diverse learning styles of children, we will employ a variety of teaching strategies, including direct instruction, hands-on exploration, use of manipulatives, practice exercises, and "distributed review" -- a method of including previous lesson material in a current lesson for the purpose of reinforcing and reviewing the content.

The school's curriculum was designed with the needs of the student, teacher, and parent in mind. The program includes detailed instructional guides, clear and intuitive presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, and secondary lessons in some subjects. Instructions are designed to help the parent (or responsible adult) guide students through each lesson. Because students in our program will proceed at their own pace, they will avoid the pacing problems present in some traditional classrooms. Students who are excelling can progress ahead to the next lessons and units. Students who are struggling can take more time and receive extra help from teachers and, in some cases, alternative lessons from the student learning system.

By setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training, teachers will make sure that no child falls through the cracks. With ongoing lesson and unit assessments that are tracked in the on-line learning system, teachers will know more about each student's progress than they could in most regular classrooms. Innovative Internet-based student learning system will measure "positive attendance" (i.e., time spent on task)—and, more importantly, it allows us to measure learning (as evidenced by mastery of our daily assessments) in "real time"—at the click of a button. Since ours is a mastery-based approach, we will continually assess student progress through the curriculum via lesson-, unit-, and semester assessments.

Check all assessments that your school used this year to measure student performance.				☒
Idaho Reading Indicator	☒		ACT	☐
Direct Mathematics Assessment	☒		(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐		Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒		Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐		District/School Criterion Referenced Tests	☐
			School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain

Our School Improvement Plan focuses on:

1. Student Performance
2. Quality Assurance
3. Professional Development
4. Parent Training and Retention
5. Teaching Environment
6. Current Year Budget
7. Enrollment
8. Retention
9. Attendance
10. Ready to Teach
11. Grant Acquisition

Our school uses focus groups comprised of parents, teachers, community members and administrative staff who work together to focus on the topics listed above.

SECTION THREE: Performance Goals

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
Students will demonstrate mastery of our curriculum that meets or exceeds the Idaho achievement standards. In all grades, students will master a curriculum aligned to the Idaho Achievement Standards, attaining the knowledge and skills that Idaho has identified as important in each subject area. Students will demonstrate their mastery through participation in the state-testing program.	Our students currently take the Idaho Reading Indicator for grades K through three. They also participate in the Idaho Standards Achievement Test for grades 2-8. Students in grade four, six and eight participate in the Direct Mathematics Assessment while students in grade five and seven participate in the Direct Writing Assessment.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Summary of scores from these tests are available for review.
By second grade, students will demonstrate decoding skills when reading, as well as an understanding of the relationship between phonemes and letter groups.	Phonics lessons are taught offline. Curriculum skills are introduced, practiced, reinforced, and assessed at the end of the unit.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Student progress reports, IRI/ISAT test results, and On Line School Progress.
By third grade, students will demonstrate an understanding of the elements of a narrative and be able to write a simple story.	Curriculum skills are introduced, practiced, reinforced, and assessed at the end of the unit.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Work samples, On Line School Assessments, parent and student conferences.
Students will develop and use the conventions of successful composition: spelling, grammar, mechanics, and penmanship.	Our students utilize the book, Handwriting Without Tears. Spelling and penmanship are taught through the use of workbooks; and grammar is taught On Line.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review In all subjects students are required to reach 80% mastery before they can progress on to the next lesson. Evident in progress reports.

MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will develop and use an advanced vocabulary in verbal and written communications.	A variety of oral communication experiences are assigned by the teachers, as well as being address through the K12 curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☐Available for external review. Outings, talent shows, school choir, written papers and poems, oral communication one on one with the teacher and with others.
Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, and news articles).	The K12 curriculum lesson plans cover these subjects.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. In all subjects students are required to reach 80% mastery before they progress to the next level. Evident in progress reports/policy.
Students will gain exposure to as well as an appreciation for great works of literature.	This is covered at every grade level in the Language Arts portion of the k12 curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☐Available for external review. In all subjects students are required to reach 80% mastery before they progress to the next level. Evident in progress reports/policy.
Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.	This is covered in the K12 curriculum.	☐Exceeded ☐Met ☒Partially Met ☐Did Not Address	☒Available for external review. The K12 curriculum is very rich and very rigorous. Families are still struggling with how to use this portion of the curriculum with their students. Evidence would include unit assessments, lesson assessments, work samples and DWA, as well as, the K12 curriculum.
Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, creative, descriptive, and research writing—by the end of eighth grade.	This is covered in the K12 Writing Curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence would include unit assessments, work samples and DWA, as well as, the K12 curriculum.
Students will demonstrate their proficiency in language arts through participation in the state-testing program. On average, students will meet or exceed the national average on the SAT-9, and will perform at or above the proficient level on the Idaho Standardized Tests.	All state required assessments are administered to all students.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. ISAT test scores are available for review.

MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).	This is covered in the K12 Math Curriculum	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence would include unit assessments, lesson assessments, work samples and DWA, as well as, the K12 curriculum.
Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).	This is covered in the K12 Math Curriculum	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence would include unit assessments, lesson assessments, work samples and DMA, as well as, the K12 curriculum.
Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).	This is covered in the K12 Math Curriculum	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence would include unit assessments, lesson assessments, work samples and DMA, as well as, the K12 curriculum.
Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.	This is covered in the K12 Math Curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review Evidence would include unit assessments, lesson assessments, work samples and DMA, as well as, the K12 curriculum
Students will apply mathematical skills to solve real-world problems.	This is covered in the K12 Math Curriculum	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review Evidence would include unit assessments, lesson assessments, work samples and DMA, as well as, the K12 curriculum
Students will demonstrate their proficiency in mathematics through participation in the STAR program. On average, and will perform at or above the proficient level on the Idaho Standardized Tests.	Currently we are not utilizing the STAR Program. We are administering the Idaho Standardized Tests, however.	☐Exceeded ☐Met ☒Partially Met ☐Did Not Address	☒Available for external review. ISAT scores are available for review.
Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines.	This is covered in the K12 curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Copies of the curriculum are available for your review.

MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will use this base of information to understand the important connections among these disciplines and their application in daily living.	This is done through the OLS and teacher directed Parent/Child applications and conversation.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This can be shown through parent/teacher conference documentation.
Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.	This is done through the OLS and teacher directed Parent/Child applications and conversation.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review This can be shown through parent/teacher conference documentation
Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions by the fifth grade.	This is done through the OLS and teacher directed Parent/Child applications and conversation.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is evident through unit assessment with the K12 curriculum.
Students will demonstrate the ability to recognize alternative positions and evaluate their validity by the fifth grade.	The History and Science curriculum present multiple differing theories for the same event or process. Children are encouraged to make objective decisions about these events or processes.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review This is evident through unit assessment with the K12 curriculum and through the K12 curriculum itself.
Students will be able to analyze, synthesize, evaluate, and apply their knowledge.	These goals are listed as "objectives" in the OLS K12 curriculum.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is evident through the unit assessments, as well as, work samples.
Students will prepare for a rigorous post-secondary education.	K12 curriculum meets or exceeds the highest state standards in the nation.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence is a side by side comparison of the state standards as compared to the K12 curriculum.
Students will acquire skills in both art and music as part of their aesthetic development.	We've recommended but not required Art and Music. This leaves more time for Reading, Writing, Language Arts, and Math if the student needs it.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is evident through the K12 curriculum and K12 assessments.

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.	Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty, integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is evident through our K12 curriculum and unit assessments.
Students will participate in school activities and events (whether electronically or physically).	IDVA provides many monthly outings throughout the year across the state.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.	As IDVA worked its way through a legislative funding process, students learned government first hand by writing letters to legislators, meeting with legislators, participating in several rallies (one on the Capitol steps), testifying before a joint House-Senate Education committee, and attended legislative meetings in both chambers as charter school issues were hotly debated.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review
Students will be encouraged to volunteer in their communities on various school-related or civic projects.	They also have opportunities to participate in school-wide projects and club events. There are also opportunities provided by our various parent/teacher groups around the state for our children.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence is shown through outing observations and PTAB activities.
Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.	This is covered in the K12 History and Science curriculum, as well as highlighted in our school Outings.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. K12 curriculum is available for review of lessons.

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence.	This is covered through the K12 Literature, History and Science curriculum, as well as our outings and club based activities.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is evident through our K12 curriculum and through our parent/teacher conference call documentation.
Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes	This is accomplished through our outings and club/group activities. Also teacher counsels, brainstorms, and follows up solutions for families on a variety of needs.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is shown through parent/teacher conference call documentation.
Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals	This is accomplished through our outings and club/group activities. Also, teacher counsels, brainstorms, and follows up solutions for families on a variety of needs.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. This is shown through parent/teacher conference call documentation and through outing lists and observation.
Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.	This is covered in the K12 History Curriculum	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review Evidence is shown through the K12 curriculum lessons and through unit assessments.
Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.	There are many outings and Service Projects that are offered throughout our school either through the teachers or through our parent teacher group.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review Evidence would include our list of outings and club/group activities.

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.	Curriculum requires interaction and utilization of age appropriate use of technology	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. K12 lessons are available for review to show the technology skills needed.
Students will develop an understanding of the dynamics and importance of entrepreneurship.	Do not address at this time in IDVA.	☐Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review
Students will learn to collaborate effectively with other students.	Service projects and outings are offered to students and parents.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Outing observation and outing template/reflections can be provided for evidence.
Students will be expected to meet deadlines and make clear and compelling multimedia presentations.	Deadlines – in K12 curriculum Compelling Multimedia Presentations – Age appropriate presentations at outings	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence includes OLS progress, and observations of outings and presentations.
Students will be expected to give their best effort in their school work and their active participation in school events.	One to one instruction. 80% minimum mastery is required to progress to the next lesson.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence of OLS progress and progress reports are available.

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.	One to one instruction occurs where teachers, parents, and students work together. Many opportunities for outings and activities are provided for students to practice social skills. 80% mastery also needed to progress to the next lesson.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. Evidence of OLS progress and progress reports are available.
Students will learn to interact maturely with peers and adults.	Many opportunities for outings and activities are provided for students to practice social skills.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. List and observations of student activities are available for review.
Students will conduct themselves with integrity at all times.	One to one instruction occurs where teachers, parents, and students work together. The K12 curriculum provides additional character lessons for parents who wish to take advantage of them as well as using character traits that are built into the K12 curriculum.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review. K12 character lessons and K12 lessons for review.

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Students will attend to their social, emotional, and physical well-being.	One to one instruction occurs where teachers, parents, and students work together. Teachers and parents work together to celebrate student success.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review. 100% participation in Teacher/Parent conferences.
Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, social, athletic, and artistic).	One to one instruction occurs where teachers, parents, and students work together to provide balance. Our students are also given many opportunities to participate in school related events, as well as, parent provided activities.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review. We have 80% participation in outings and service projects.
Students will engage in social activities and school events to enrich their academic work with real-world experiences.	There are numerous outings and service projects provided to our students, as well as, extra curricular activities such as science clubs.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review. We have 80% participation in outings and service projects.

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	2 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: First Monday from 2-4 pm ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	2 years	
	P S ST CM	2 years	
	P S ST CM	2 years	
	P S ST CM	2 years	
	What is the process for being nominated as a board member? *IDVA is a 501c3 and as such chooses board members from a pool all across the state of Idaho. No new members have been selected for over one year but IDVA will be choosing 3 new board members very soon and will follow code and the rules of a 501c3 as they do so.*		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Head of School Assistant Head of School	2 years 1 year	Y N	Method of selection: All were chosen by the IDVA Board of Directors and are hired under their auspices.
	2 Instructional Administrators Special Ed Director	2 years/1 year 1 year	Y N	Other:

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☐	☒	1. Open enrollment 2. IDVA requires 900 hours minimum for grades 1-5 3. Discipline is handled with parent/student and typically relates to lack of submitted work or behavior during monthly outings 4. Developed portfolio and grading policy appropriate to this model.
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 8,500,000 Percent of budget going to teacher/instructor salaries: 19%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $8,350,000 Enhancement $: ☒ Technology ☒ Reading ☒ Gifted/Talented ☐ LEP ☐ Lottery ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ Other Grants $165,000 technology ☒ Donations $150,000 ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☒ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☒ Yes ☐ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s):__(name)__local papers in all regions of the state_____ ☐ Radio ☐ Spanish language news or radio ☒ Other: media mail/website/parent info session ☐ Other:

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: % of students: 0
Student Enrollment	Total: 1686 Waiting List (Documented): We have 118 families who have filled out enrollment forms for the 2003/2004 school year. We have 327 families who are on a list to obtain the 2004/2005 school year enrollment forms.
Number Of Students Leaving	397 *after the beginning of the school year* Reasons For Leaving: # Dropped out: 0 # Transferred: 39
Dual Enrollment	N/A

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	0.7%
	Black	0.4%
	Hispanic	1.4%
	Native American	0.8%
	White	83%
	Multiracial	3.5%
	Declined to State/Other	10.2%

Free/reduced lunch eligible	#572	
Special Education (tested; not including Gifted & Talented)	# 105	0.06 %
Gifted & Talented (tested)	#100	0.06 %
LEP	#0	0%
Title I	#572	.34%

**If there are major differences above between your school and the district, please explain:*

Males	52%	Children of school organizers	0%
Females	48%	Children of school staff	0%

For new schools only, number of students previously home schooled: #185, 11%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: 29 days of staff development; covered IDVA operations and procedures, curriculum and content knowledge development, technology training (including Microsoft Office User Specialist coursework), peer collaboration, state testing preparation, special education pre-referral processes, staff development anonymous evaluation, etc. # in Grad. Courses related to courses taught: na ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.): Janet has 10 years in admin
Staff Qualifications (Instructional Non-Administrative)	# FT: 41 # PT: 3 # Special Ed Endorsements: 7 # Certified Giving Instruction: 44 # Consultant Specialists: 1 LOA # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 7.23 Years # with MA Degree from accredited college: 10 # with Ph.D. or Ed.D Degree from accredited college: 1 # Teaching In Areas Outside Endorsements: 2
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No Explain: We seem to have a large group of followers who wish to teach for us either because they are young mothers who want an opportunity to teach and be able to raise their own children, or teachers who are tired of the current establishment and wish to be on the forefront of change in education. How many new teaching positions did you have this year? 25 How many applications did you receive for these positions?190
Number of Departing Staff	#: 1 Reasons For Leaving: Her husband was transferred and they moved to another state.

STAFF INFORMATION	2003-2004
Staff Evaluation	*Describe the current process for evaluating staff:* Teachers prepare self evaluation documents in the fall and spend time discussing virtual teaching strategies they excel at as well as areas to improve in. The fall evaluation meetings teachers have with their supervisors has a coaching framework; this time is spent in creating steps for improvement that the teachers can implement and measure for success. The teachers' evaluations in the spring are comprised of self evaluation documents, a teacher created portfolio demonstrating success areas, and supervisor feedback. *What is done with this information? And how, if at all, is it connected with staff development?* Teachers prepare self evaluation documents in the fall and spend time discussing virtual teaching strategies they excel at as well as areas to improve in. The fall evaluation meetings teachers have with their supervisors has a coaching framework; this time is spent in creating steps for improvement that the teachers can implement and measure for success. The teachers' evaluations in the spring are comprised of self evaluation documents, a teacher created portfolio demonstrating success areas, and supervisor feedback. The school's Teacher Mentor Plan under Annual Contract Certificated Personnel Support Program (Idaho Code 33-514) is available upon request.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

VIRTUAL SCHOOLS ONLY
Describe how you accommodate your students' special education needs Special Education accommodates our students' special needs in a variety of ways. First, we access service providers for speech-language and occupational therapy. Next, we work closely with general education teachers and the schooling facilitators to adapt/adjust the IDVA curriculum and recommend specialized and innovative teaching methods. In addition, we work with the above-mentioned people to tailor the grade level of the curriculum and expectations for attendance and assignment completion to the needs of individual students. Finally, our special education teachers provide direct services to our eligible students. These services are provided in face-to-face meetings with students on a regularly-scheduled basis. In the course of these meetings, special education teachers utilize supplemental curriculum and teacher-made materials and activities in order to address student's Individual Education Plan goals and objectives. These sessions also serve to train schooling facilitators (in most cases parents) in working more effectively with the students. Face-to-face sessions provide opportunities for tracking student progress in order to shape instruction. Special education teachers also conference with families of Special Education and are available for consultation at all times. Last, Special Education students who require assistance and support when taking Idaho state tests receive this help from special education teachers. Guidelines for adaptations and accommodations are followed closely by IDVA teaching staff, and students' needs in this area are attended to very closely.

Describe how you arrange for students to participate in state testing, Including transportation and locations.

The ISAT is taken at one of 10 testing locations throughout the state. The labs are either donated or rented by IDVA. The tests are taken in computer labs that are able to hook up to our server. The teachers administer the test at each site. We have 2to 3 certified teachers at each site to administer the ISAT test. Parents are asked to drop their children off and come back at the end of the testing session. Parents are not involved in the testing at the testing site. They bring their child to the testing site where trained certified teachers test their children.

DWA/DMA is set up in the same manner as the ISAT. Parents are asked to bring their children into the testing site in their area...and then pick their children up after testing. The tests are given by certified teachers trained by IDVA testing coordinator. The teachers follow the testing guidelines that the testing coordinator has given laid out for them. After testing, all test materials and tests are sent to the testing coordinator to send to the state department of education.

IRI [testing] locations are set up by the teacher. The teachers get into groups of three and designate a location such as the testing center, libraries, grange halls, public schools and so forth that are willing to donate space (we rent space in certain locations). The teachers then work out a schedule to test each others students. Each teacher tests their colleague's students, and then they report their scores to the testing coordinator.

Students who have adaptations or accommodations to state testing written into their Individual Education Plans have the assistance of a special education teacher. This teacher is aware of the IEP's dictates regarding testing, and ensures that these requirements are carried out. A number of IDVA students have accommodations such as having extra time to work, a distraction-free work area, and having directions read to them. In addition to working with students, special education teachers communicate with general education test facilitators regarding students' special needs as dictated by IEPs, on a need-to-know basis.

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☐ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☐ Other: Due to the legislative battle that our school has walked through our parents have been crucial to success of our school. We have asked them to support our school in many ways. Due to this involvement we estimate our parent participation to be about 92% of the population.
Business Partnerships (and/or Community Involvement)	During the 2003/2004 school year, IDVA was given $150,000 in grants for 37 students to enter the school. These students were initially unable to enter the school due to an enrollment cap. Micron Technology also has over 100 students within our school whose parents are Idaho taxpayers and residents, but deployed overseas for a short period of time while working for Micron.
Transportation	N/A
Lunch Services	N/A
Other Student Services	Counseling ☐ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☐ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	N/A

SECTION ONE

IDAHO VIRTUAL HIGH SCHOOL

Sponsoring District

LOCATION: Mountain Home, ID DISTRICTS SERVED: All districts	OPENING DATE: July 1, 2002

GRADE LEVELS & STUDENT ORGANIZATION
Grade levels 9-12
9^{th}= 140 10^{th}=72 11^{th}=76 12^{th}=90

FACILITY:
Since we are a virtual school, we do not have any on site facility for instruction. However, our main office is located at 797 South Haskett Street in Mountain Home, Idaho, 83647.

Handicap Accessible: ☑Yes ☐No

☑Permanent ☐Temporary Square Footage of the Total Area: 800

MISSION:
Idaho Virtual High School provides Idaho home school and at risk students with accredited, tuition free high school courses supported by certified teachers via the internet. IDVHS teachers help students prepare for productive citizenship by developing a disciplined work ethic, as well as basic and advanced academic and professional-technical skills in an environment conducive to learning.

CALENDAR:
Total number of school days: 190
Additional teacher contract days: 0
Does your school calendar follow that of your district? ☐ Yes ☑ No

We begin our Fall/Winter program August 25 and end June 20. During that time we have four one-week breaks and one two-week break.

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☑ Yes ☐ No
We amended our charter to include 7^{th} and 8^{th} grade courses and to provide final, proctored exams electronically.

Have you applied for any waivers to any requirements? ☐ Yes ☑ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☑ Yes ☐ No
We pay our teachers on a per student basis.

SECTION TWO: Educational Program and Assessment

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☐	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☐	Service Learning	☐
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☐
		Hands-On	☐
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☐		
Block Scheduling	☐		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☐
Direct Mathematics Assessment	☐	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
Idaho Standards Achievement Test (ISAT)	☑	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☐

Do you use a continuous school improvement process? Please explain briefly.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
90% of 10th grade students will pass the ISAT.		☐Exceeded ☐Met ☑Partially Met ☐Did Not Address	☐Available for external review
70% of students who complete the grace period will complete the course.		☐Exceeded ☐Met ☑Partially Met ☐Did Not Address	☐Available for external review
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
The school will develop its own courses.		☐Exceeded ☐Met ☑Partially Met ☐Did Not Address	☐Available for external review
The school will develop its own Learning Management System.		☑Exceeded ☐Met ☐Partially Met ☐Did Not Address	☐Available for external review

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST **CM**	2	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 1 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: *Quarterly* ❖ General meeting times: *3rd Tues of Each quarter from 7:00—8:30 PM* ❖ Do you follow open meeting laws? ☑Yes ☐No
	P S ST **CM**	2	
	P S ST **CM**	2	
	P S ST **CM**	2	
	P S ST **CM**	2	

What is the process for being nominated as a board member? *Vacancies are filled by the board since we are a non member not for profit corporation.*

Are there eligibility requirements for becoming a board member? ☑Yes ☐No
If yes, what are the restrictions? *Cannot be the Director of the School.*

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	2 years	Y N	Method of selection: Hired by board of Directors
	Director of Curriculum and instruction	1 year	Y N	Other:

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☑	☐	
	Attendance	☑	☐	
	Discipline	☑	☐	
	Grading	☑	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$629,938 Percent of budget going to teacher/instructor salaries: $492,00
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☑State/District, $629,938 Enhancement $: ☑Technology ☐Reading ☐Gifted/Talented ☐LEP ☑Lottery ☑Other ☐Local Tax Revenues $_____ ☐CSRD $_____ ☐Other Grants $_____ ☐Donations $_____ ☐Other _____ $_____ For which additional federal funds do you have qualified students? ☑ Title I ☑ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☑ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☐ Newspaper(s):__(name)_____ ☐Radio ☐Spanish language news or radio ☑Other: High School Counselors ☐Other:

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: Not Applicable : # expulsions to date: Not Applicable # of referrals to date: Not Applicable
Student Enrollment		Total: 378 Waiting List (Documented): 0
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out: 0 # Transferred: 190
Dual Enrollment		Academic % / # In College: 0 % / # In District 24 /91 %/# for Special Education ____/____ Extracurricular % / # In College: 0 % / # In District: 0
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: 1 % / # taking college entrance exams: unknown % / # in professional/technical education courses: 0

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY					
Must add to 100%	Asian/PacIslr.	2%		Free/reduced lunch eligible	*unknown*
	Black	1%		Special Education (tested; not including Gifted & Talented)	*unknown*
	Hispanic	7%		Gifted & Talented (tested)	*unknown*
	Native American	0%		LEP	*unknown*
	White	88%		Title I	*unknown*
	Multiracial	2%			

*If there are major differences above between your school and the district, please explain:

Males	29%		Children of school organizers	(only 1)%
Females	61%		Children of school staff	0%

For new schools only, number of students previously home schooled: # 218

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: *Five hours of in service credit is available each quarter.* # in Grad. Courses related to courses taught: *unknown* ☑Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☑Idaho Certificated Adm. ☐Consultant Specialist
	☑Full-time ☐Part-time # Years experience (as Adm.):16 years
Staff Qualifications (Instructional Non-Administrative)	# FT: 3 # PT: 7 # Special Ed Endorsements: 1 # Certified Giving Instruction: 100% # Consultant Specialists: 0 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 5 Years # with MA Degree from accredited college: 1 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside Endorsements:
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☑No Explain: _____ How many new teaching positions did you have this year? 5 How many applications did you receive for these positions? 12
Number of Departing Staff	#: 1 Reasons For Leaving: Terminated

Staff Evaluation	Describe the current process for evaluating staff: ▪ *Parent and student feedback* ▪ *Attendance at In service meetings* ▪ *Communication with main office* ▪ *Communication with parents and students* ▪ *Thoroughness of course design* ▪ *Contact time with students* What is done with this information? And how, if at all, is it connected with staff development? *It is the basis for our staff development.*
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☑No

VIRTUAL SCHOOLS ONLY
Describe how you accommodate your students' special education needs. *Changing the course pace and deadlines.* ▪ *Providing one-on-one help* ▪ *Allowing for parent assistance* ▪ *Providing face to face help by contracting with local professionals when necessary.* ▪ *Providing pre-testing and prescribed learning activities to master foundational skills in math, reading and writing.*
Describe how you arrange for students to participate in state testing, Including transportation and locations. *Students are able to test online via the Internet in a quiet setting with a proctor.*

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☐ Tutoring In Classroom ☐ Helping Teachers In Classroom ☐ Instructional Design ☐ PTO/Advisory Committee ☐ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: 190. Estimated number of other volunteers participating, on average, per month:
Business Partnerships (and/or Community Involvement)	Briefly list/describe: None
Transportation	Non applicable—Study from home.
Lunch Services	
Other Student Services	Counseling ☐ Via Telephone ☐ Through district ☐ Under other contract Special Education ☐ On site Through district ☑ Under other contract ☑ After School Programs ☐ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

School Report Card From 2002-2003

SECTION ONE

IDAHO LEADERSHIP ACADEMY

Sponsoring District: **Snake River District #52**

LOCATION: Pingree, ID DISTRICTS SERVED: 1,21,25,52,55,58,59,60,91,93,151,241,251, 252,253,272,321,322,331	OPENING DATE: August 19, 2002

GRADE LEVELS & STUDENT ORGANIZATION

Idaho Leadership Academy offers grades 9 – 12 with the following breakdown:
Number of students in 9th grade: 32
Number of students in 10th grade: 47
Number of students in 11th grade: 28
Number of students in 12th grade: 13

We do not use the traditional grade level configuration; instead, we organize students by their year of attendance. For example, new students, whether they are traditionally a 9th or 11th grader, are grouped with other first-year students. First-year students become second-year students, the following year etc. This is true for every grade except seniors who meet together regardless.

Pending authorizer permission, we plan to add 7th and 8th grade in the 2005-2006 school year.

☐ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

Idaho Leadership Academy is temporarily located in the old Pingree Elementary School. Pingree is fifteen miles southwest of Blackfoot. The building we are in adequately houses our hundred on-campus students. We have plenty classrooms, handicap accessibility, a kitchen (lunch program) and indoor gymnasium. We run our virtual program from offices within the school. The grounds around the building are spacious.

Inconveniences with our building include the following: internal fixtures are adjusted to elementary-sized students making high school students a little uncomfortable and our location (fifteen miles southwest of Blackfoot) is far from most of our students' homes.

When our five year lease expires, we intend to build a new facility.

Our virtual program is run from offices within our school.

Handicap Accessible: ☒Yes ☐No

☐Permanent ☒Temporary Square Footage of the Building: 15,648 Square Footage of the Total Area: 5 acres

MISSION:
Corporate: Idaho Leadership Academy inspires future leaders to govern themselves through study, reason, observation, experience and a continual search for truth.

Faculty and Student Body: As virtuous leaders, we promote liberty and wisely govern our lives. We dedicate ourselves to valiant character, humble service, rigorous study and a continual search for truth.

CALENDAR: *State the number of school days per year. Describe how your calendar compares with that of your sponsoring district. Note any differences.*

Total number of school days: 152
Additional teacher contract days: 11
Does your school calendar follow that of your district? ☐ Yes ☒ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).

Our biggest difference is that we have scheduled different days off (for instance, we give our students one week of Potato Harvest instead of two and a full week for Spring Break instead of a couple days).

AMENDMENTS AND WAIVERS:
Note any amendments to your original charter, waivers that you have requested, or exemptions to Board Rule.

Have you made any amendments to your original charter? ☐ Yes ☒ No
However, we are currently making a change to accommodate new state law allowing us to become our own Learning Educational Area (LEA).

Have you applied for any waivers to any requirements? ☐ Yes ☒ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☒
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☐	Service Learning	☒
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☒
		Hands-On	☐
Exped. Learning Outward Bound (ELOB)	☐	Great Books	☒
Project Based (not part of ELOB)	☒	Leadership Training (Jefferson Education)	☒
Individualized Mentoring	☒	Paideia Program	☒

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☒	
Year-Round	☐	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

1. Liberal Arts – We focus on the core skills of reading, writing, calculating, and rhetoric at each grade level. Students also take fine arts and language classes every year.
2. Great Books Curriculum – we do not use comprehensive texts; rather, we use the Great Books, classics, primary documents, and other recognized works in each subject of study.
3. Leadership Training – Students receive instruction relating to personal, family, community, national, and world leadership. We provide training in etiquette, social dance, dress for success, networking and relationship building, etc.
4. Student Body Leadership – Every student is a member of student body leadership. Each class uses Robert's Rules of Order to elect a class president, vice-president, secretary, and treasurer. The president calls a meeting to order at least once per week to take care of business (service projects, class activities, ongoing assignment like the school newspaper or yearbook). Class presidents meet once per week with the student body president to plan and carry out business for the entire student body.
5. Community Service – Students do a minimum of 20 hours community service a year.
6. Mentoring – Each student is assigned a mentor by a member of certified staff.
    a. Mentors work closely with their students helping them with their assignments; mentors model learning by doing all of the assigned work given by the teacher.
    b. Mentors meet with their students twice a month for an individual interview. During this meeting academic progress is reviewed and goals are set for the upcoming week (reports of these meeting are sent to the student's teacher and guardian).

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☐
Direct Mathematics Assessment	☐	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
♦ Students will be able to actively participate in colloquia of literature, classics, technical works and original documents with 70% accuracy.	Daily colloquia (small or large groups), bimonthly mentoring	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☐Available for external review **Mentoring reports**
♦ Students will be able to write narrative and expository pieces using the writing process with 90% accuracy.	Writing workshop, individual mentoring, commonplace book	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☐Available for external review **Student Portfolios, Mentor and Teacher Feedback, literary conference, student anthology**
♦ Students will be able to define and identify l'idee within themselves and others.	Literary illustrations, Modeling, Mentor Recognition,	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☐Available for external review Student experiences with L'idee are documented on bimonthly mentor reports
♦ Students will be able to effectively deliver a five minute speech.	Listen to and read great and classical speeches, emulate, writing workshop, modeling	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Students gave a minimum of one speech each trimester (copies included in student portfolio)
♦ 90% of all students will learn how to open a meeting, elect officers and adjourn a meeting using Robert's Rules of Order.	Modeling, weekly student body leadership meetings	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Bimonthly mentor reports, summative evaluation for trimester

No school or other performance goals were reported.

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	1.75	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 2 ❖ Frequency with which the board convenes: Monthly ❖ General meeting times: First Wednesdays, 7:00 pm ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	.16	
	P S ST CM	.16	
	P S ST CM	.16	
	P S ST CM	.25	
	What is the process for being nominated as a board member? Current Board chooses new board members when vacancies occur		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	President	4 months	Y N	Method of selection: Hiring Committee is made of a board member, administrator, and parent Other:

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$2,052,639 Percent of budget going to teacher/instructor salaries: $354,180.63; 31.8%; salaries, not including benefits
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $1,904,407 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Lottery ☒ Other: carry forward = $2,300 ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☐ Other Grants $_____ ☐ Donations $_____ ☒ Other; Federal; $150,094 For which additional federal funds do you have qualified students? ☒ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s): Post Register, Idaho State Journal, Morning News ☒ Radio ☐ Spanish language news or radio ☒ Other: Cottage Meetings ☒ Other: Referrals

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: 10 % of students: 8% # expulsions to date: 0 % of students: 0% # of referrals to date: 0 % of students: 0%
Student Enrollment		Total: 120 Waiting List (Documented): 57
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out: 0 # Transferred: 43
Dual Enrollment		Academic % / # In College 0/0% % / # In District 21/25% %/# for Special Education 0/0% Extracurricular % / # In College 0/ 0% % / # In District 5/ 6%
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: 0/0% % / # taking college entrance exams: 8 / 7% % / # in professional/technical education courses 0/ 0%

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	%
	Black	%
	Hispanic	%
	Native American	%
	White	100%
	Multiracial	%

Free/reduced lunch eligible	# 43	48%
Special Education (tested; not including Gifted & Talented)	#5	4%
Gifted & Talented (tested)	#10	8%
LEP	#0	0%
Title I	#0	0%

**If there are major differences above between your school and the district, please explain:*
30 of our students are not on-campus. Free and reduced lunch numbers are calculated with on-campus numbers (90 students total).

Males	42%	Children of school organizers	%
Females	58%	Children of school staff	0%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: we hold in-house faculty training every other week; we hired Dr. Romano to provide training in writing across the curriculum; we have sent faculty to special training seminars # in Grad. Courses related to courses taught: 3 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance. (Monthly)
Administrator Qualifications	CHECK ONE ☐Idaho Certificated Adm. ☒Consultant Specialist
	☐Full-time ☒Part-time # Years experience (as Adm.): 1
Staff Qualifications (Instructional Non-Administrative)	# FT: 5 # PT: 6 # Special Ed Endorsements: 1 # Certified Giving Instruction: 6 # Consultant Specialists: 2 # teaching with BA plus certification test: 5 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 7 Years # with MA Degree from accredited college: 4 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside Endorsements: 2
Recruiting of Staff	Do you have difficulty recruiting new staff? ☒Yes ☐No Explain: It is hard for us to meet the double requirement that we hire certified teachers and teachers qualified to instruct with our Great Books curriculum How many new teaching positions did you have this year? 4 How many applications did you receive for these positions? 4
Number of Departing Staff	#: 2 Reasons For Leaving: 1) New Employment; 2) Returning to School
Staff Evaluation	*Describe the current process for evaluating staff:* Monthly Self-Evaluations Regular Principal's Evaluations Parent Surveys Student Surveys *What is done with this information? And how, if at all, is it connected with staff development?* Staff development is a direct result of faculty evaluations. Following evaluations, staff receive personalized or group help/training.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☒ Other: recruiting Estimated number of parents participating, on average, per month: 20 Estimated number of other volunteers participating, on average, per month: 5
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars: 8% Public transportation: 0% School bus: 67% District transport: 13% Walk/Bike: 0% Other: 25% (distance students)
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☒ Transportation (limited) ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

STUDENT ACHIEVEMENT DATA

Fall 2003 ISAT

Ninth Grade Averages

Reading	225
Language	222
Math	224

Tenth Grade Averages

Reading	229
Language	226
Math	237

SECTION ONE

LIBERTY CHARTER SCHOOL

Sponsoring District: **Nampa School District**

LOCATION: Nampa DISTRICTS SERVED: NSD #131	OPENING DATE: July 1, 1999

GRADE LEVELS & STUDENT ORGANIZATION

The range of grades taught and number of students per grade. Also mention any plans to expand grades taught. Students may be organized as multigrade, multiage, skill level, or by traditional grade level configuration. Note if the grade levels, or number of each, offered have changed since the school opened.

Kindergarten – 24
Grade 1 – 28
Grade 2 – 28
Grade 3 – 28
Grade 4 – 33
Grade 5 – 33
Grade 6 - 33
Grade 7 - 33
Grade 8 – 33 (added 2000)
Grade 9 – 35 (added 2001)
Grade 10 – 37 (added 2001)
Grade 11 – 20 (added 2002)
Grade 12 – 6 (added 2003)

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

*Describe your school's current facility, including the type of location (e.g., school building, portables, rented business space), information related to handicap access, and how the facility meets or does not meet your program needs. State whether the facilities are permanent or temporary. If facilities are temporary, include any plans for relocation. **Square footage is also a crucial piece of information. Virtual Schools: describe home office plus any additional facilities.***

Handicap Accessible: ☒Yes ☐No

☒Permanent ☐Temporary Square Footage of the Building: 37,000 Square Footage of Total Area: 19.35 acres

MISSION:

The Nampa Charter School mission is to develop students who are competent, confident, productive and responsible young adults who posses the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.

The philosophy of the Nampa Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.

CALENDAR: *State the number of school days per year. Describe how your calendar compares with that of your sponsoring district. Note any differences.*

Total number of school days: **178 days (including parent/teacher conferences 2X a year)**
Additional teacher contract days: **7**
Does your school calendar follow that of your district? ☐ Yes ☒ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).

Liberty Charter School has a modified year-round schedule. **Nampa School District provides a single track at two elementary schools which is similar to Liberty's schedule. Nampa School District has a traditional schedule.**

AMENDMENTS AND WAIVERS:
Note any amendments to your original charter, waivers that you have requested, or exemptions to Board Rule.

Have you made any amendments to your original charter? ☒ Yes ☐ No
If yes, please explain briefly. **Added a 128 student high school.**

Have you applied for any waivers to any requirements? ☒ Yes ☐ No
If yes, please explain briefly. **For 3 part time teachers, Liberty applied for Consultant Specialist status.**

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☒	Service Learning	☒
	☐	Technology as Major Focus	☒
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☒
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)	X		

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☐	
Year-Round	☒	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: **Several characteristics above are used at the high school level;Thematic/Interdisciplinary, and utilizes some Project Based learning.**

Direct instruction is an important method used at Liberty.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☒
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)* ITBS	☒	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

Yes, Liberty staff reviews our progress, both students and teachers, annually. As an example, a decision was made to drop the spring ITBS testing at the end of last year. The consensus was that although we wanted to maintain the fall ITBS testing, the spring testing did not add any new information beyond what the ISAT tests and the evaluation of teachers.

Continuous school improvement does not mean jumping on every new educational bandwagon that is popular at the time. The behavioral and academic success of Liberty Charter School has been the ability to maintain its' focus.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
80% of the students will score in the top quartile on standardized tests on the national, state, and district levels.	Direct Teaching, Proactive Behavioral program which focuses on kindness.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
100 % of our students will read at grade level by the 3rd grade.	Spalding Phonics/Spelling, Buddy Reading, Novel approach, Timed Readings (Comprehension and Words Per Minute)	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
100 % of our students will compute math at grade level by 3rd grade.	Math Concepts, Manipulative Instruction, Timed Tests	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Liberty Charter School will have an Average Daily Attendance rate 96% or higher.	Attendance Policy	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
100 % of our secondary students will receive a positive evaluation when completing the community service piece of the charter.	Credit(s) available for Community Service, School Service, and Family Service	☐Exceeded ☐Met ☒Partially Met ☐Did Not Address	☐Available for external review

☒ **Check here if any (or all) goals have been formally modified from your original charter.**

***Liberty has eliminated Spring ITBS testing**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	**P** S ST CM		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: 1/Month ❖ General meeting times: 2nd Tues. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM		
	P S ST CM		
	P S ST CM		
	P S ST CM		
	What is the process for being nominated as a board member? **Parents apply for board position; Committee chooses three parents; Annual Mtg. there is a popular vote (1 vote per household)**		
	Are there eligibility requirements for becoming a board member? ☒Yes ☐No *If yes, what are the restrictions?* **Must be a parent of a Liberty Charter School student**		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Superintendent/Principal	5 yrs.	Y **N**	Method of selection: Other: **Contract Spec Ed. also delivers Speech/Language to students**
	Director Spec. Ed.	3 yrs.	Y N	

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	

SECTION FIVE: Financial Information

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 2,180,000 Percent of budget going to teacher/instructor salaries: 57%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $ 2,180,000 Enhancement $: ☒ Technology ☒ Reading ☒ Gifted/Talented ☐ LEP ☒ Lottery ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☐ Other Grants $_____ ☐ Donations $_____ ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☐ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s):Idaho Press Tribune ☐ Radio ☐ Spanish language news or radio ☐ Other: ☐ Other:

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: **2** % of students: **0.5%** # expulsions to date: **0** % of students: # of referrals to date: **0** % of students:
Student Enrollment		Total: **368** Waiting List (Documented): **1500**
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out: **0** # Transferred: **6**
Dual Enrollment		Academic % / # In College**17 %/16** % / # In District **1%/1** %/# for Special Education **0/0** Extracurricular % / # In College: **0/0** % / # In District **11%/10**
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: **14%/13** % / # taking college entrance exams: **24%/23** % / # in professional/technical education courses **16%/15**

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	**2 %**
	Black	**0 %**
	Hispanic	**7 %**
	Native American	**1 %**
	White	**90 %**
	Multiracial	**0 %**

Free/reduced lunch eligible	# **84**	**24.4 %**
Special Education (tested; not including Gifted & Talented)	# **24**	**7 %**
Gifted & Talented (tested)	# **20**	**4 %**
LEP	# **0**	**0 %**
Title I	# **NA**	**NA%**

**If there are major differences above between your school and the district, please explain:*

183 Males	**50 %**	Children of school organizers	**35 out of 237 student 1999/2000 15%**
185 Females	**50 %**	Children of school staff	**5 out of 367 students 2003/2004 0.01%**

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: **mentoring teachers from another charter school which is duplicating our academic/behavioral program.** # in Grad. Courses related to courses taught:1 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.):15
Staff Qualifications (Instructional Non-Administrative)	# FT:11 # PT:12 # Special Ed Endorsements: 3 # Certified Giving Instruction: 19 # Consultant Specialists: **3 p/t teachers** # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 1 Avg. Teaching Experience: 12 Years # with MA Degree from accredited college :3 # with Ph.D. or Ed.D Degree from accredited college :0 # Teaching In Areas Outside Endorsements:0
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒**No** How many new teaching positions did you have this year?**3 high school periods & One 0.5 PE** How many applications did you receive for these positions?14
Number of Departing Staff	#:0
Staff Evaluation	*Describe the current process for evaluating staff:* **Daily classroom visits and one self evaluation second semester.** *What is done with this information? And how, if at all, is it connected with staff development?* **The self evaluation is on the mentoring experience the K-8 teachers have participated in this year.**
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒**No**

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☒ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: Estimated number of other volunteers participating, on average, per month:
Business Partnerships (and/or Community Involvement)	Briefly list/describe
Transportation	Drive/Are driven in private cars: 30 % Public transportation: ___ % School bus: 65 % District transport: ___ % Walk/Bike: 5 % Other: ___ %
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week: 5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☐ On site ☐ Through district ☒ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☐ On site ☐ Through district ☒ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

STUDENT ACHIEVEMENT DATA
LIBERTY CHARTER SCHOOL

1063 E. Lewis Lane

Nampa, Idaho 83686

FALL 2003 ***ISAT*** AVERAGE RIT SCORES

Grade	Math	Language Usage	Reading
2	193.7	194.5	193.1
3	209.0	209.1	204.8
4	220.5	211.7	208.2
5	226.6	214.2	212.5
6	239.4	222.4	221.4
7	237.8	222.2	221.0
8	241.9	227.2	225.4
9	244.2	228.2	228.3
10	253.0	233.1	234.6

DMA Class Average: 4^{th}-3.38; 6^{th}-2.92; 8^{th}-2.95

FALL 2003/2004 ***IRI*** PERCENTAGES

Grade	3	2	1
K	50	42	8
1	89	8	4
2	96	4	0
3	86	14	0

WINTER 2003/2004 ***IRI*** PERCENTAGES

Grade	3	2	1
K	58	29	13
1	86	11	4
2	96	0	4
3	74	19	7

2002-2003 SCHOOL REPORT CARD

SECTION ONE

Meridian Medical Charter School

Sponsoring District: **Meridian School District**

LOCATION: 1789 E Leigh Field Dr. Meridian, Id 83642 DISTRICTS SERVED: Priority is given to Meridian School District students.	OPENING DATE: August 25, 2004

GRADE LEVELS & STUDENT ORGANIZATION

The range of grades taught and number of students per grade. Also mention any plans to expand grades taught. Students may be organized as multi-grade, multiage, skill level, or by traditional grade level configuration. Note if the grade levels, or number of each, offered have changed since the school opened.

We opened our school this year with grades 9 and 10. A lottery is held each year for the incoming freshman class. On April 7th we held our lottery to draw 70 students out of 122 applicants. Next school year will have grades, 9, 10, and 11. We will bring in another freshman class for the school year 0f 2005-06 to have grades 9-12.

FACILITY:

Our building is a new permanent 22,000 square foot facility built by the Meridian School District completed in August of 2003. It consists of 11 classrooms, a multi-purpose room for lunch and physical education, 4 offices, 2 workrooms, a conference room, 4 storage rooms and 5 restrooms.

Handicap Accessible: ☒Yes ☐No

☒Permanent ☐Temporary Square Footage of the Building: 22,000 Square Footage of the Total Area: 22,000

MISSION: Academic excellence—Learning Health Sciences

The Meridian Medical Charter School will provide unique and challenging experiences for every student to reach his/her fullest potential while providing students with the opportunities to gain experience with local health care providers.

CALENDAR:

Total number of school days: 176

Additional teacher contract days: 6

Does your school calendar follow that of your district? ☒ Yes ☐ No

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☐ Yes ☒ No

Have you applied for any waivers to any requirements? ☐ Yes ☒ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?

☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☒	Service Learning	☒
	☐	Health Science as Major Focus	☒
Individual Learning Plans (not Special Ed IEPs)	☒	Thematic/Interdisciplinary	☒
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☒	
Year-Round	☐	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

The academic program is more rigorous than a traditional high school with a higher grading scale, 92%-100%=A, 83%-91%=B, 74%-82%=C, below 74%=no credit. Students may elect to take honor classes during their junior and senior year. Teachers are applying for concurrent college credit for the junior courses of psychology, math analysis, and honors biology. Next year, all juniors will be able to participate in job shadows and work on their job skills by writing a resume and obtaining letters of recommendations to place in their electronic portfolio.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT/PLAN	☒
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : plan test, Direct Writing	☒	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

Yes, we have weekly staff meetings to talk about future plans and to determine what strategies are sucessful and what new ideas we need to discuss to bring about change. We discuss possible cross-curricular activities and draft plans for improvements to the curriculum. We use surveys from students, parents and teachers to make decisions. We implement action plans based on the information gathered and discuss possible results. We analyze what techniques are successful and those that need improvement. We analyze staff development ideas as a team and discuss school goals for school improvement. This year we set a goal to educate students and parents about the ISAT testing and goals to prepare students for the spring testing. We set a goal to raise proficiency in math and language skills. We applied for the state charter grant and a grant to receive training from the state on character education. We have student and parent committees to gather ideas and discuss trends and innovative ideas.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
Students held accountable for higher performance. 74% to 82% =C, 83% to 91%=B, 92%-100%=A. Students must get a 74% or higher to receive credit in a class,	Teachers use higher grading scale to assign grades.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
Students perform community service (Service-based-Learning). Students need 20 hours by the end of their tenth grade year.	Students get volunteer time recorded in their portfolio.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
Increase student learning in health science with teachers planning cross-curricular activities that focus on health science topics.	Teachers collaborating on student projects.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
To provide a safe environment, character education, higher expectations, and a responsible work ethic for health science careers.	Step referral system for behaviors, promote respect, caring, honesty and responsibility. Higher expectations for behavior and academics	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
To focus on health care careers, to promote ethics as an essential component for health care workers and perform service-based learning.	Research health care professions; discuss ethics in health care across the curriculum and record community service hours.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review
To provide ISAT test information and fall test results to parents and students.	Fall testing results were provided to students and parents at the fall parent-teacher conferences.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST **CM**	1 year	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: The third Monday of each month ❖ General meeting times: 3:00 p.m. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST **CM**	1 year	
	P S ST **CM**	1 year	
	P S ST **CM**	1 year	
	P S ST **CM**	1 year	
	What is the process for being nominated as a board member? The charter proposal states that the board be selected by the district made up of representatives from the charter school over-sight committee, business and industry leaders, parents, patrons and a school district board trustee.		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	1 year	Y **N**	Method of selection: Application to the charter school, an interview and selection by a committee. Other:

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other:	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$894,023 Percent of budget going to teacher/instructor salaries: 41 %, $364,757
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $894,023 Enhancement $: ☐ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☐ Lottery ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ Other Grants $ 138,992 State Charter Grant ☐ Donations $_____ ☒ Other Start-up Grant from J.A. and Kathryn Albertson for design team, architect fees, classroom and office equipment and supplies $640,000 For which additional federal funds do you have qualified students? ☐ Title I ☒ Special Education (6B) ☒ Other: Professional Technical $6,800 Do you participate in district discussion as part of consolidated planning? ☒ Yes ☐ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s): Idaho Statesman, Valley News ☐ Radio ☐ Spanish language news or radio ☒ Other: School Web page ☒ Other: E-mail parents and middle schools

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: 1 .008 % of students: # expulsions to date: 0 0 % of students: # of referrals to date: 11 9.6 % of students:
Student Enrollment		Total: 115 Waiting List (Documented): 18 for 10th grade, 7 for 9th grade
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out:____ # Transferred: 20
Dual Enrollment		Academic % / # In College 0/0 % / # In District 0/0 %/# for Special Education 9.6/11 Extracurricular % / # In College 0/0 % / # In District 0/0
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: 0 % / # taking college entrance exams: 0 % / # in professional/technical education courses 100%

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	3.4%
	Black	0.5%
	Hispanic	2.6%
	Native American	0%
	White	93.5%
	Multiracial	0%

Free/reduced lunch eligible	#16	13.9%
Special Education (tested; not including Gifted & Talented)	#11	9.6%
Gifted & Talented (tested)	#0	0%
LEP	#0	0%
Title I	#0	0%

**If there are major differences above between your school and the district, please explain:*

Males	29.6%	Children of school organizers	0%
Females	70.4%	Children of school staff	0%

For new schools only, number of students previously home schooled: # 6

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: 4, District staff development, Scholarship for workshops, curriculum training, character education training. # in Grad. Courses related to courses taught: 5 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.): 17
Staff Qualifications (Instructional Non-Administrative)	# FT: 9 # PT: 1 # Special Ed Endorsements: 1 # Certified Giving Instruction: 8 # Consultant Specialists: 1 # teaching with BA plus certification test: ___ # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 6.13 Years # with MA Degree from accredited college:3 # with Ph.D. or Ed.D Degree from accredited college:0 # Teaching In Areas Outside Endorsements:
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No Explain: Teachers are excited to apply to teach at a small school with lower class size and students that want a health science curriculum. How many new teaching positions did you have this year? 3 new positions for growth. How many applications did you receive for these positions? 12
Number of Departing Staff	#: 0
Staff Evaluation	*Describe the current process for evaluating staff:* Informal observations and post evaluation conferences with each teacher is provided each year. In-formal visits are written and provided to the staff on a regular basis. A formal evaluation is written on each staff member to reflect instruction, relationships, and job performance for the year. A conference is held to review and sign the evaluation. *What is done with this information? And how, if at all, is it connected with staff development?* A copy is provided to the teacher and the district. Individual teaching goals are developed which reflect the yearly performance. Goals are reviewed for continuous improvement.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☒ Other: Estimated number of parents participating, on average, per month: Estimated number of other volunteers participating, on average, per month: 3
Business Partnerships (and/or Community Involvement)	We have a partnership with St. Luke's Community Hospital to help us with job shadow opportunities and internship opportunities to help students get clinic hours for their certification as a nurse assistant. We have a partnership with J.A. and Kathryn Albertson foundation to provide a start-up grant for classroom equipment and supplies. We have a partnership with the Meridian School District to provide transportation for a fee, to provide the building for a fee, and to provide food service. We have a partnership with ISU, CSI, and NNU to provide opportunities for concurrent credit for our students.
Transportation	Drive/Are driven in private cars: 5.2% Public transportation: 0% School bus: 91.3% District transport: 0% Walk/Bike: 3.5% Other: 0%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week:5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☐ On site ☒ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☒ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☒ Payroll ☒ Other: Custodian services ☐ Other:

SECTION ONE

MERIDIAN CHARTER HIGH SCHOOL

Sponsoring District: **Meridian School District**

LOCATION: 3800 N. Locust Grove, Meridian, Idaho 83642 DISTRICTS SERVED: Meridian School District students receive first preference	OPENING DATE: August 1999

GRADE LEVELS & STUDENT ORGANIZATION: Serving grades 9-12

9th grade - 50 * 11th grade – 50
10th grade – 50 * 12th grade - 50
Grade levels have expanded since our first year.

FACILITY:

Meridian Charter High School's building consists of 10 classrooms, a multipurpose room for lunch or assemblies, 4 offices, 3 workrooms, a conference room, restrooms and a green house as an exterior unit. Four classrooms are computer labs.

Handicap Accessible: ☒ Yes ☐ No

☒ Permanent ☐ Temporary Square Footage of the Building: 18,210

MISSION:

The Meridian Charter High School employs the best practices and innovations of today and tomorrow to provide a quality educational experience for every student. We envision the lifelong application of learning, coupled with intelligent risk taking, to encourage participation as a productive member of this learning community and global society.

CALENDAR:

Total number of school days: 175
Additional teacher contract days: 7
Does your school calendar follow that of your district? ☒ Yes ☐ No

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☐ Yes ☒ No
If yes, please explain briefly.

Have you applied for any waivers to any requirements? ☐ Yes ☒ No
If yes, please explain briefly.

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☐	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☒	Service Learning	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Technology as Major Focus	☒
Exped. Learning Outward Bound (ELOB)	☐	Thematic/Interdisciplinary	☒
		Hands-On	☒
Project Based (not part of ELOB)	☒		

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☐		
Block Scheduling	☒		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program: Our grading scale is 92%-100%=A, 83%-91%=B, 74%-82%=C, below 74%=no credit. Freshmen and sophomore classes have integrated block classes for history and science classes. In addition to passing the course with at least a 74%, students must pass competency tests which are based on the Idaho State Standards. Class instruction is also concept based. Concepts change each nine weeks. Students may elect to take any class as an honor's class. Students may also work ahead at their own speed. Several of our upper division classes are articulated with Boise State University. In networking class, students may earn up to 12 college credits during their junior and senior years, programming- 3 credits, and electronics- 9 credits. Our junior English class in technical writing is an articulated class and students can earn 3 credits. Additional credits can be earned through high test scores on the COMPASS test delivered by BSU to our students. Networking students prepare for their A+ Certification in the junior year and MCSE tests during their senior year. All freshmen students work on the MOUS certification in their technology classes.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☒
Direct Mathematics Assessment	☐	(ACT) COMPASS	☒
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : PSAT *DWA-Direct Writing Assessment*	☒	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.
We are accredited by the Northwest Association of Colleges and Universities who require schools to be involved in the continuous school improvement process. We hosted our first on-site visit by the school improvement team in the spring of 2003. Our second school improvement site visit is scheduled for the fall of 2004. School goals are set each year, data is then collected, measured by desired learner results and the results are then analyzed. Goals are then measured as achieved or continued into the next year.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
To reduce the student dropout rate, increase the graduation rate and increase the number of college completers	Academic Accountability Plan	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	We have had no student drop outs
To increase scores on standardized test, such as ISAT, TAP, Compass	Some changes were made in instruction and curriculum	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Spring 2003 sophomores scored 98% proficiency in math, language, and reading
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
To increase the level of parental involvement	Have a mass email distribution list for parents. An events calendar can be accessed on our school website.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Two thirds of our parents attend parent teacher conferences
To increase the degree of satisfaction among employers of graduates	Juniors attend on-site job shadowing and seniors serve a 280 hour internship in a business in the community	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Employer satisfaction surveys, internship coordinator tracks all business internships

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	4 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: Third Monday of the month at 4:30 p.m. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	4 years	
	P S ST CM	3 years	
	P S ST CM	4 years	
	P S ST CM	2 years	
	P S ST CM	1 year	
	P S ST CM	2 months	

What is the process for being nominated as a board member?
Two member of our Board must be Board member from the Meridian School District, one member came from the design team, the remaining four members are from the business community. We try to get one from Micron, HP and another high tech firm in the valley.

Are there eligibility requirements for becoming a board member? ☐Yes ☒No
If yes, what are the restrictions?

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	5 years	Y N	Method of selection: Other:

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	Admission is chosen by lottery by the Meridian School District clerk. Meridian School District students are given first priority. 60 hour limit on absences. Students on Step II referrals are placed on a behavior modification plan. Higher grading scale than the District.
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$1,641,576 Percent of budget going to teacher/instructor salaries: 57%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $1,383,592 Enhancement $: ☒ Technology $4165 ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Lottery $5903 ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ Other Grants $45,000 ☐ Donations $_____ ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☐ Title I x ☐ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☒ Yes ☐ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s) ☐ Radio ☐ Spanish language news or radio ☒ Other: *The counselor recruits at all middle schools in the District. We mail flyers to all 8th grade students and host an 8th grade open house.* ☐ Other:

STUDENT INFORMATION		2003-2004
Student Discipline		# suspensions to date: 1 % of students: .6% # expulsions to date: 0 % of students: 0 # of Step II referrals to date:7 % of students:4%
Student Enrollment		Total: 171 Waiting List (Documented):60
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out:____ # Transferred: 13
Dual Enrollment		Academic % / # In College 24%___/_42___ % / # In District ___/____ %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District /
High School Only	Graduation Rate	Not yet known (12th grade level just added this year)
High School Only	Program Participation	% / # in AP courses: 0 % / # taking college entrance exams:100% % / # in professional/technical education courses 100%

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	1%
	Black	2%
	Hispanic	0%
	Native American	0%
	White	97%
	Multiracial	%

Free/reduced lunch eligible	#	6 %
Special Education (tested; not including Gifted & Talented)	#	1 %
Gifted & Talented (tested)	#	20 %
LEP	#	%
Title I	#	%

**If there are major differences above between your school and the district, please explain:*

Males	80%	Children of school organizers	0 %
Females	20%	Children of school staff	0 %

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: Opportunities for staff development are available through the District and funds are available to take additional courses. # in Grad. Courses related to courses taught: 9 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.): 5 years
Staff Qualifications (Instructional Non-Administrative)	# FT: 14 # PT3 # Special Ed Endorsements: 1 # Certified Giving Instruction: 17 # Consultant Specialists: 0 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 11 Years # with MA Degree from accredited college: 6 # with Ph.D. or Ed.D Degree from accredited college: 1 # Teaching In Areas Outside Endorsements: 2
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No How many new teaching positions did you have this year? 0
Number of Departing Staff	#: 0
Staff Evaluation	*Describe the current process for evaluating staff:* We use the same evaluation tool as the District *What is done with this information? And how, if at all, is it connected with staff development?* This information is shared with the staff.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☒ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: Estimated number of other volunteers participating, on average, per month: 6
Business Partnerships (and/or Community Involvement)	Our seniors serve a 280 hour internship with a local businesses in their area of technical expertise 44 businesses in the community have hosted our senior interns.
Transportation	Drive/Are driven in private cars: 60% Public transportation:0% School bus: 39% District transport:0% Walk/Bike: 1% Other:0%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week: 5 (daily), lunch and breakfast Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☒ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☒ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☒ Payroll ☒ Other: building ☒ Other: lunch

SCHOOL REPORT CARD 2002-2003

MCHS

Principal: Jana Nichols
Enrollment: 180
Address: 3800 N Locust Grove, Meridian, ID 83642
Phone: (208) 288-2928
Fax: (208) 288-5685
Website: http://mchs.meridianschools.org

OUR MISSION

MCHS provides a professional environment and opportunities for excellence in technical fields to students and the community.

OUR SCHOOL COMMUNITY

Many factors, such as how often a child attends school, moving frequently, and English language experience, influence school achievement. Measuring these characteristics helps us understand our students' needs.

ABOUT OUR STUDENTS

0%	Who participated in programs to learn English
10%	Who qualify for free or reduced-price lunch
NA	Who participated in gifted and talented programs
.05%	Who received special education services
95%	Who were enrolled for the majority of the school year
97%	Who attended daily on average
0%	Who were served in special education programs

We are committed to ensuring that our students are taught by a highly trained and qualified staff of instructors.

ABOUT OUR TEACHERS

10	Average years of experience
28%	Percent who hold a master's degree
100%	Who are certified by the state
1	Number who are teaching out of their area of expertise
0	Number who are National Board Certified
3	Number of teachers who are mentors
1	Number who are special education teachers

ABOUT TEACHER LOADS (# of students per teacher)

Subject	Our School
English	21:1
Mathematics	16:1
Counselors	174:1

OUR SCHOOL ENVIRONMENT

Our goal is to provide a safe environment conducive to learning. Basic character traits of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

ABOUT SCHOOL DISCIPLINE

Activity	2000	2001	2002	2003
Number of students suspended	2	1	1	1
Number of students expelled	0	0	0	1
Number of fights	0	1	0	1
No. of alcohol-related incidents on campus	0	0	0	0
No. of drug-related incidents on campus	1	0	0	1
No. of tobacco-related incidents on campus	0	0	0	0
No. of weapons-related incidents on campus	0	0	0	0

HOW OUR STUDENTS PERFORMED

ISAT Scores

Spring 2003

Grade 9		Language Usage		Mathematics	Reading
Mean RIT		233.2		252.0	237.1
Grade 10		Language Usage		Mathematics	Reading
Mean RIT		236.7		259.3	236.7
		98% Proficient	98% Proficient	98% Proficient	

COMPASS Scores

2003	Number of Students
Reading > 90	38
Writing > 90	48
Math	27

All juniors and seniors took the COMPASS online test administered on site by Boise State University testing coordinator.

Student Performance Data

2003 Direct Writing Assessment -

Average score for females - 3.3
Average score for males - 3.1

National Merit Awards

2004-five juniors have made the first cut for National Merit Award

ABOUT OUR GRADUATES

Completion rate

	Our Students
Class of 2003	100%
Class of 2002	100%
Class of 2001	N/A
Class of 2000	N/A

Drop out rate

	Our Students
2002-2003	0
2001-2002	0
2000-2001	N/A
1999-2000	N/A

SECTION ONE

MOSCOW CHARTER SCHOOL

Sponsoring District: Moscow School District

LOCATION: Moscow DISTRICTS SERVED: Moscow, Potlatch, Deary, Troy, Genesee	OPENING DATE: August 15, 1998

GRADE LEVELS & STUDENT ORGANIZATION

Students are assigned to a homeroom class. The homerooms may be multi-grade. Mornings are devoted to teaching Mathematics, Language Arts, and Reading using block scheduling. Students "flow" to the classroom where the instruction is at their achievement level. Students may move up or down a level (or two) at any time during the school year. Students remain with their homeroom classes for Science, Social Studies, Spanish, Music, Art, Drama, and Physical Education. This flexibility allows Moscow Charter School to meet the academic and social needs of all children.

Homeroom Grade	Enrollment
Kindergarten	14
1st	16
1st/2nd	15
2nd/3rd	15
3rd/4th	18
4th/5th	15
5th/6th	17

Number of Students per Grade	
Kindergarten	14
1st	22
2nd	23
3rd	16
4th	14
5th	14
6th	7

☒ Check if grade levels have expanded since your first year .

FACILITY:

MISSION:

To provide a positive and secure academic and physical learning environment for each child. Each child will be instilled with a lifetime love of learning and the ability to learn how to learn. Each child will be assisted in developing a strong sense of self worth and respect for others and the world around them. Finally, each child will be encouraged to recognize his or her own ability to contribute something unique to our society.

CALENDAR:

Total number of school days: 178
Additional teacher contract days: 19
Does your school calendar follow that of your district? ☒ Yes ☐ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☐ Yes ☒ No
Have you applied for any waivers to any requirements? ☐ Yes ☒ No
How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☒
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☒	Service Learning	☐
	☐	Technology as Major Focus	☒
Individual Learning Plans (not Special Ed IEPs)	☒	Thematic/Interdisciplinary	☒
		Hands-On	☐
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☐		
Block Scheduling	☒		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

MCS has integrated the arts into the standard curriculum as a method to improve the quality of the learning environment and to teach students both academic and non-academic behaviors that lead to success. Our unique arts program encourages students to use creativity through the creation of original theater and music. The program is based on the study of a year-long theme that encompasses the arts, literature, science, math, and social studies. Integrated thematic instruction combined with a strong arts curriculum provides students with an enriching and varied context for learning factual information and improving thinking skills. We believe that early and continued training in the arts lays a foundation of enrichment and brain development for each child that can easily generalize to "successful behaviors" in the real world.

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *Direct Writing Assessment)*	☒	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☐

Do you use a continuous school improvement process? Please explain briefly.

Together, staff, parents, and administrators develop a school improvement plan for the school year. The goals identified in the plan include academic goals, as well as goals to improve the overall school culture. The plan outlines strategies for reaching the goals. Progress toward the goals is noted throughout the school year.

SECTION THREE: Performance Goals

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
To create a foundation for learning upon which students can build and maintain successful careers in professions of their own choosing.		☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	48 students submitted projects for the community-wide Science Fair. Student participation in community-based poetry contest.
To design lessons that includes multiple modalities that will allow each student to recognize and utilize his or her own individual learning strategies.	Integration of Arts Program: Visual, Arts, Music, Drama Special Education Highly Capable and Talented Education Individual General Education Plans	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Student artwork displayed at UI Counseling Ctr. Winter Program included student art exhibits, work samples, student production of Spanish play based on Muzzy curriculum, student musical performance. Year-long theme culminates in theatrical production involving each student.
To provide a child-centered environment that will instill in each student a goal for lifetime learning and a strong sense of self-worth	Hands-on, minds-on curriculum approach that is based on brain research that supports early stimulation of the brain through all modalities Small group instruction by classroom teachers and specialists	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	☒Available for external review

To provide a well-rounded curriculum that will allow each student to recognize his or her talents and ability to contribute something unique.	Multi-level groupings Block scheduling for basic skills of Math, Reading, & Language Arts	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review Students moving from grade level to present achievement level for instruction. **Reading/Language Arts** 1 student moves from K to 1 1 student moves from K to 2/3 1 student moves from 1 to 1/2 2 K students spend afternoon in 1/2 6 students move from 1/2 to 1 1 student moves from 3/4 to 2/3 **Math** 2 students move from 1/2 to 2/3 1 student moves from 1 to 1/2 2 students move from 3/4 to 4/5 1 3rd grade student works in a Grade 7 text 2 students from 5/6 work in a Grade 7 text **Science and Social Sudies** 4 students move from 3/4 to 4/5 4 students move from 4/5 to 5/6 **Title 1** 15 students receive Title 1 Reading services **Special Education** 5 Students receive Special Ed. Services **Gfted and Talented** 10 students participate in a Math Enrichment Program to increase mathematical reasoning skills. 6 students participated in the UI Mars Rover Robotics Competition **504 Plans** 3 students are on 504 plans **School Counseling** Individual and group counseling is on-going

MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
To provide each student with a sense of control and mastery over technology as it relates to the learning process as well as solving real life problems in a global community	Technology integration into the math curriculum for grades 3-6 School monetary system Computer access in all classrooms Internet access in all classrooms	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	**Students demonstrate understanding and/or mastery of:** EXCEL LOGO (PROGRAMMING) ROBOTICS POWERPOINT WORD CALCULATORS **Students use:** ACCELERATED READER ACCELERATED MATH MATH FACTS Various Reading, Writing, Math, Social Studies, and Science Skill Building Programs and Educational Games INTERNET for supervised research/interactive learning sites Student generated projects and multi-media presentations **Student Portfolios**
To encourage a sense of personal balance by creating an appreciation of the arts and an understanding of the role of fitness and good health play in a positive lifestyle.		☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	54 Students participated in the American Heart Association Jumprope for Heart and raised $1,374. The 5/6 class completed the D.A.R.E. curriculum.

To provide each student with a sense of community through frequent contact with the local culture in the form of guest speakers and field trips.		☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	All students visited the Palouse Discovery Science Center in Pullman, WA as a part of two field trips. All students received Water Safety training from the U.S. Park Service. All students traveled to the UI for the Jazz Festival. 2 Performances by the Moscow Arts Commission Youth Choir. Visit to the Moscow Public Library. Performance at the Kenworthy Theater
To create programs where respect for others and the environment is a priority.		☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	☒Available for external review 42 lbs. Of old athletic shoes were gathered as a part of the Nike Reuse-A-Shoe program. 5/6 class spent one week at McCall Outdoor Science Ctr. Development and implementation of a school—wide problem solving process. "Character In Action" certificates awarded weekly in Morning Mtgs. 5/6 class rotates the responsibility of helping to serve and clean up after lunch. Participation in parenting workshop hosted by neighboring elementary school. Teacher in-service on bullying.

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	**P** S ST CM		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school:0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 2nd Thursday at 7 p.m. ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM		
	P S ST CM		
	P S ST CM		
	P S ST CM		
	P S ST **CM**		
	P S ST CM		
	What is the process for being nominated as a board member? Openings are announced publicly and applications made available. Current Board Members vote on candidates.		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Executive Director	7	**Y** N	Method of selection: Ex.Director is Founder. Principal hired as a result of application and interview process. Other: Ex. Director teaches Technology to Grades 3-6. Principal teaches Spanish K-6.
	Principal	10 mos.	**Y** N	

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☐	☒	Many policies are similar to those of the Moscow School District.
	Attendance	☐	☒	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other:	☐	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$459,382 Percent of budget going to teacher/instructor salaries: 80%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒State/District, $363,983 Enhancement $: ☒Technology ☒Reading ☒Gifted/Talented ☒LEP ☒Lottery ☐Other ☐Local Tax Revenues $_____ ☐CSRD $_____ ☒Other Grants $_____ ☒Donations $ 3,000 ☐Other _____ $_____ For which additional federal funds do you have qualified students? ☒ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s):__(name)_Daily News ☐Radio ☐Spanish language news or radio ☒Other: Chamber of Commerce ☐Other:

STUDENT INFORMATION		2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.		# suspensions to date: .036 % of students: # expulsions to date: 0% of students: # of referrals to date: 13% of students:
Student Enrollment		Total: 110 Waiting List (Documented): 10
Number Of Students Leaving *after the beginning of the school year*		Reasons For Leaving: # Dropped out:____ # Transferred: 4
Dual Enrollment		Academic % / # In College___/____ % / # In District ___/____ %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District ___/____
High School Only	Graduation Rate	
	Program Participation	% / # in AP courses: % / # taking college entrance exams: % / # in professional/technical education courses

STUDENT PROFILE Race and ethnicity percentages must total 100 percent					
RACE / ETHNICITY					
Must add to 100%	Asian/PacIslr.	.009%	Free/reduced lunch eligible	#31	28%
	Black	.009%	Special Education (tested; not including Gifted & Talented)	#5	.045 %
	Hispanic	.027%			
	Native American	%	Gifted & Talented (tested)	#2	.018 %
	White	95%	LEP	#0	%
	Multiracial	%	Title I	#10	.09%
**If there are major differences above between your school and the district, please explain:*					
Males		55%	Children of school organizers		.009%
Females		45%	Children of school staff		.018%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: Bullying workshop (2 teachers came back and instructed all teachers); School Culture; Understanding and using ISAT data; Classroom Mgmt. Overview, Developing Portfolios; First Aid & CPR # in Grad. Courses related to courses taught: 2 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☐Full-time ☒Part-time # Years experience (as Adm.):__first_____
Staff Qualifications (Instructional Non-Administrative)	# FT:6 # PT:5 # Special Ed Endorsements: 1 # Certified Giving Instruction: Kindergarten .5 FTE; Classrm Teachers 6 FTE; Music .25 FTE; Art .25 FTE; Spanish .25 FTE; Title 1 .25 FTE; PE .25 FTE Special Education Teacher; Special Ed. Paraprofessional; School Psych/Counselor # Consultant Specialists: _____ # teaching with BA plus certification test: ___ # Non-Certified Giving Instruction: 3 Technology; Drama; Storytelling Avg. Teaching Experience: 8 Years # with MA Degree from accredited college:4 # with Ph.D. or Ed.D Degree from accredited college:1 # Teaching In Areas Outside Endorsements: 1
Recruiting of Staff	Do you have difficulty recruiting new staff? ☒Yes ☐No Explain: _____ How many new teaching positions did you have this year? 4 How many applications did you receive for these positions? 16
Number of Departing Staff	#: 0
Staff Evaluation	*Describe the current process for evaluating staff:* Teachers are evaluated twice during the school year, once before Jan. 1 and once before April 1. Pre-observation meetings are scheduled at least 24 hrs. in advance. Formal observations last at least 30 min. The evaluation report is shared with the teacher within five to ten working days after the observation to allow for input from the teacher. *What is done with this information? And how, if at all, is it connected with staff development?* This information is added to personnel files. Staff deficiencies are taken into consideration when planning staff development.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☒Yes ☐No *If yes, where do they come from?* We have as many as 10 Ed. Majors from the University of Idaho helping in our classes every semester.

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☒ Other: Book Fair, Fundraisers, Jumprope for Heart, Field Trips Estimated number of parents participating, on average, per month: Estimated number of other volunteers participating, on average, per month: 25%
Business Partnerships (and/or Community Involvement)	Briefly list/describe UI Child & Youth Study Ctr. (counseling and psych. services) UI Education Dept. (in class volunteers, research) UI Theater Dept. (props) UI Music Dept. (use of space) InstyPrints (Parent Group marketing materials) Wheatberries
Transportation	Drive/Are driven in private cars:80% Public transportation:5% District School bus:10% District transport:% Walk/Bike:5% Other:%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week:5 Participate in Child Nutrition Program ☒ Yes ☐ No Offer Free/Reduced Lunch ☒ Yes ☐ No
Other Student Services	Counseling ☒ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs ☒ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☒ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: Lunch Services ☐ Other:

STUDENT ACHIEVEMENT DATA

SCHOOL REPORT CARD 2002-2003

SECTION ONE

North Star Public Charter School

Sponsoring District: Meridian School District

LOCATION: 1400 N. Park Lane; Eagle, Idaho 83616 DISTRICTS SERVED: Meridian School District	OPENING DATE: September 2, 2003

GRADE LEVELS & STUDENT ORGANIZATION

Kindergarten – 26 students; First Grade – 28 students; Second Grade 28 students; Third Grade – 30 students, Fourth Grade - 30 students; Fifth Grade – 32 students; Sixth Grade - 32 students; Seventh Grade – 32 students; Eighth Grade - 25 students. Next year our eighth grade will have 32 students. 270 students if full capacity for North Star.

FACILITY:

North Star is in a permanent building designed and built new for this school year.

Handicap Accessible: ☒Yes ☐No

☒Permanent ☐Temporary Square Footage of the Building: 14,400 Square Footage of the Total Area: 96,764 sq. ft

MISSION:

The mission of the North Star Charter School is to develop virtuous citizen leaders.

CALENDAR:

Total number of school days: 174

Additional teacher contract days: 6

Does your school calendar follow that of your district? ☐ Yes ☒ No

Our calendar is very similar to the district with the exception that twice per month we have Early Release Fridays where the students are released at 12:00 and teachers stay until 3:00 pm collaborating and in-servicing.

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☒ Yes ☐ No

If yes, please explain briefly.

Our first level enrollment boundaries were just the close neighborhood, then the district boundaries, and then the state. For next year's lottery the first level boundaries expanded to the whole district and then the state for the second tier.

Have you applied for any waivers to any requirements? ☐ Yes ☒ No

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?

☒ Yes ☐ No

What, if anything, have you put in its place?

We have implemented the state health standards into our curriculum.

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☒	Service Learning	☐
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☐	Thematic/Interdisciplinary	☐
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☐		
Block Scheduling	☐		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☐
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☐
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☒
		School Developed Assessments	☐

Do you use a continuous school improvement process? Please explain briefly.

Yes. This is our first year so we are striving to set up our school just exactly like Liberty in Nampa. We are a Harbor School and like a franchise or sister school to Liberty. We have duplicated everything from the climate, to procedures, to the curriculum. As next year starts up we will have a committee of parents, board members, principal, teachers, and at-large members for our school improvement team. We will duplicate what Liberty does.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
Our students will learn to develop oral and written skills;	The students are given multiple opportunities daily for language arts and writing. The middle school students all attend a language arts classes daily. We utilize the Shurley and Spalding Curriculums.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	This shows up in ISAT scores, DWA Scores, and Work Samples. ☒Available for external review
Our students will learn to use knowledge and skills, think logically, and solve problems related to mathematics;	The students are taught using the Concept Boards, developed in alignment with Idaho Standards, and Saxon Math for homework.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	This data is in our ISAT scores, DMA, and Hall of Fame Progression. ☒Available for external review
Our students will learn to have sufficient knowledge of science to be responsible users of scientific information;	Our students in grades 1-8 are taught in science class where they learn through hands on experiments.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	We hope to administer the Meridian Sch. Dist. Science test. Until then we use work samples and end of unit tests for evidence. ☒Available for external review
Our students will learn to develop their aesthetic talents in music, visual arts, or performance.	All of our students attend a music class and art instruction.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Performances at various times through out the year and work on display.. Some of their work is also entered in contests around the country.
Our students will learn to develop oral and written skills in a non-native language.	All students receive instruction in Spanish using the immersion method.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Students make presentations in Spanish and have periodic tests to show understanding.

Our students will learn to participate in a comprehensive program of community service that reflects responsible citizens in a democratic society and an interdependent world;	Our students did various projects throughout the year. They adopted a school in South America, they volunteered to speak to the legislature, they served a legislative dinner, and they performed in the rotunda.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	To augment what we were able to do this year we will be organizing a community service requirement for our middle school students next year.
Our students will learn to understand and apply the knowledge, concepts, principles, and themes embedded in each of the social studies--history, geography, political science, and economics.	They are taught social studies at age appropriate levels in every class.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Evidenced by work sample, end of unit tests, and presentations.
The goal is to develop learners who are effective communicators, who love literature, and are lifelong readers and writers.	This is an ongoing process that will continue forever. We have a librarian that comes into every classroom.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Children are bringing in books by the bagful as donations to our library. Our students also had a book exchange for Christmas. There are even students who love reading and writing so much they read and write on the playground. They have books they have written and self published as evidence.
Kindergarten through Grade 8 students will master the arithmetic processes of addition, subtraction, multiplication, and division or whole numbers, fractions, and decimals, as well as algebra and geometry. Students will view and use mathematics as a tool for reasoning and problem solving in purposeful ways.	The students are taught using the Concept Boards, developed in alignment with Idaho Standards, and Saxon Math for homework	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	This data is in our ISAT scores, DMA, and Hall of Fame Progression. ☒Available for external review

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
♦ Maintain a positive and safe learning climate.	We follow the philosophy of the Harbor School method; developed a handbook; built a facility that meets all codes for public schools; established policies that define acceptable and unacceptable behavior; created an environment that encourages parents and other adults to visit our school and participate in activities.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Our building is new and we just had our first inspection. Also, parents frequently help in the classroom so it is easy to observe by walking into these rooms. We have over 100 parents in our PTO. ☒Available for external review
♦ Create a positive teaching and learning environment with an emphasis on high expectation of behavior and performance.	We follow the general philosophy of the Harbor School method; developed a student handbook; teach appropriate behaviors and foster responsible decision-making skills; establish and maintain consistent rules aligned throughout the school.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	We review the rules and also our 40 Behavior/Character Cards when needed. Also we have a handbook. The climate of our school is orderly and fun. .☒Available for external review

Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.	Emphasize the importance of adults modeling important values at school; help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; develop a sense of community and service within the school, and between the school and the larger community.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	We also honor students with Student of the Week and Student of the Month Awards and discuss what those qualifying traits are every time. Also, teachers have created 40 Behavior/Character Cards that they pull and review with our students when needed. Students have also done services off campus for different groups. We have a Saturday Clean Up Day once a month where whole families come to clean the school. ☒Available for external review
Teach students a range of effective communication skills appropriate for the 21st century.	We emphasize meaningful language experience in reading, writing, and spelling, enhanced by dramatization and memorization; provide a technology-rich environment that enhances communication; and provide instruction in a foreign language. Knowledge of a second language is essential in many occupations.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Many times when students are ready to show the principal they have mastered their vocabulary words or jingles they audition to "go on the road". They travel from classroom to classroom performing their presentations. They are also taught Spanish at every grade level. Computers are taught to students in first to eighth grades. ☐Available for external review

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	**P** S ST CM	2 yrs	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Number of paid consultants to the school: 1 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 6:30 pm ❖ Do you follow open meeting laws? ☒Yes ☐No
	P S ST CM	2 yrs	
	P **S** ST CM	2 yrs	
	P S ST **CM**	2yrs	
	P S ST **CM**	3 months	

What is the process for being nominated as a board member?
Anyone can run for election. All stakeholders get to vote.

Are there eligibility requirements for becoming a board member? ☒Yes ☐No
If yes, what are the restrictions?

Our charter states that only 2 of the board members can be parents and one shall be designated by the Meridian School Board.

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	1 year	Y **N**	Method of selection: Interviewed by committee and then a second interview by the board.

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	North Star is a Harbor School which means we are run just like Liberty Charter School. Many of our policies were already in place before we were created. We have also adopted many of the Meridian School District Policies.
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	
	Other:	☐	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 1,036,658 Percent of budget going to teacher/instructor salaries: 56%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $ 1,036,657. Enhancement $: 678.00 ☐ Technology ☒ Reading ☐ Gifted/Talented ☐ LEP ☐ Lottery ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ Other Grants $ 135,000 ☒ Donations $ 45,000 ☐ Other _____ $_____ For which additional federal funds do you have qualified students? ☐ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s): Idaho Statesman_____ ☐ Radio ☐ Spanish language news or radio ☐ Other: ☐ Other:

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: 2 % of students: 0.8% # expulsions to date: 0 % of students: # of referrals to date: % of students:
Student Enrollment	Total: 265 Waiting List (Documented): 400
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: # Dropped out: ____ # Transferred: ____
Dual Enrollment	Academic % / # In College 0 % / # In District 0 %/# for Special Education 0 Extracurricular % / # In College 0 % / # In District 0

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	4 %
	Black	%
	Hispanic	1 %
	Native American	%
	White	95 %
	Multiracial	%

Free/reduced lunch eligible	#	%
Special Education (tested; not including Gifted & Talented)	#9	3%
Gifted & Talented (tested)	#	%
LEP	#	%
Title I	#	%

**If there are major differences above between your school and the district, please explain:*

Males	51 %	Children of school organizers	11 %
Females	49 %	Children of school staff	3 %

For new schools only, number of students previously home schooled: #

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: 1. 3 graduate credits were earned from BSU by all our teachers in the Harbor School Method. 2. Also, Outlook Training was provided. 3. We had a mentorship with Liberty Charter School Teachers and many Friday afternoons were spent in mentorship with them. # in Grad. Courses related to courses taught: 10 ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.):4
Staff Qualifications (Instructional Non-Administrative)	# FT:9 # PT:3 # Special Ed Endorsements:2 # Certified Giving Instruction: 10 # Consultant Specialists: 2 # teaching with BA plus certification test: 0 # Non-Certified Giving Instruction: 0 Avg. Teaching Experience: 10 Years # with MA Degree from accredited college:5 # with Ph.D. or Ed.D Degree from accredited college: 0 # Teaching In Areas Outside Endorsements: 0
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No There were many applicants to choose from. We advertised in the paper and on our website. Word of mouth was also very strong. This was our first year so our whole staff had to be hired from scratch. Next year the only position that needs to be filled is a half time PE position. How many new teaching positions did you have this year?12 How many applications did you receive for these positions?MANY!
Number of Departing Staff	#: one half-time position Reasons For Leaving: We shared the PE teacher with Liberty. He went to work for Liberty Charter full time for next year.
Staff Evaluation	*Describe the current process for evaluating staff:* Video Tape, Discussion, and Reflection. *What is done with this information? And how, if at all, is it connected with staff development?* We showed the videos at staff development and discussed them
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒No *If yes, where do they come from?*

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☒ Tutoring In Classroom ☒ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☒ Take Work Home ☐ Other: Estimated number of parents participating, on average, per month: Estimated number of other volunteers participating, on average, per month: 50
Business Partnerships (and/or Community Involvement)	
Transportation	Drive/Are driven in private cars:95% Public transportation:% School bus:% District transport:% Walk/Bike:5% Other:%
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ Yes ☐ No # times per week:2 Participate in Child Nutrition Program ☐ Yes ☒ No Offer Free/Reduced Lunch ☐ Yes ☒ No
Other Student Services	Counseling ☐ On site ☐ Through district ☐ Under other contract Special Education ☒ On site ☒ Through district ☐ Under other contract After School Programs ☐ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☐ Transportation ☒ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☐ Other: ☐ Other:

STUDENT ACHIEVEMENT DATA

SCHOOL REPORT CARD 2002-2003

SECTION ONE

POCATELLO COMMUNITY CHARTER SCHOOL

Sponsoring District: **Pocatello School District**

LOCATION: Pocatello	OPENING DATE: September 9, 1999

GRADE LEVELS & STUDENT ORGANIZATION

The range of grades taught and number of students per grade. Also mention any plans to expand grades taught. Students may be organized as multigrade, multiage, skill level, or by traditional grade level configuration. Note if the grade levels, or number of each, offered have changed since the school opened.

We are a K-8 multi-age school with one Kindergarten class, two 1st/2nd classes, two 3rd/4th, classes, and two 5th/6th classess. We have two middle school groups (7th/8th) and two teachers, one math science teacher and one humanities teacher. The students spend an equal amount of time with each one

☒ **Check if grade levels have expanded since your first year (if applicable).**

FACILITY:

*Describe your school's current facility, including the type of location (e.g., school building, portables, rented business space), information related to handicap access, and how the facility meets or does not meet your program needs. State whether the facilities are permanent or temporary. If facilities are temporary, include any plans for relocation. **Square footage is also a crucial piece of information. Virtual Schools: describe home office plus any additional facilities.***

We lease a space in the Westwood Mall. PCCS has remodeled the space to meet our needs. The facility meets ADA requirements. We have renegotiated our lease to spend one more year in this facility. We are currently exploring other buildings in our community and making plans to relocate for the 2005/06 school year.

Handicap Accessible: ☒ **Yes** ☐No

☐Permanent ☒ **Temporary** **Square Footage of the Building: 13,622** Square Footage of the Total Area: _____

MISSION:

To create a partnership of parents and teachers, dedicated to academically challenging each student, emphasizing innovation and flexibility.

CALENDAR: *State the number of school days per year. Describe how your calendar compares with that of your sponsoring district. Note any differences.*

Total number of school days: **161**
Additional teacher contract days: **25**
Does your school calendar follow that of your district? ☐ Yes ☒ **No**
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).

This year, we aligned out winter break and spring break with the district, but our parent/student/teacher conferences and professional development days are different.

AMENDMENTS AND WAIVERS:
Note any amendments to your original charter, waivers that you have requested, or exemptions to Board Rule.

Have you made any amendments to your original charter? ☒ **Yes** ☐ No
If yes, please explain briefly.
This year, we went through the charter renewal process using the Idaho Charter School Network Accountability Plan. In November, the District 25 Board of Trustees voted unanimously to extend our charter for another five years and granting a series of proposed changes to the original charter. The changes were all minor and included changes in language to reflect the Expeditionary Learning Outward Bound model.

Have you applied for any waivers to any requirements? ☐ Yes ☒ **No**
If yes, please explain briefly.

How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ **No**

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☒
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☒
Foreign Language At All Grades	☐	Service Learning	☒
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☒	Thematic/Interdisciplinary	☒
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☒		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.	☒	☒
Extended Year/Day	☐	
Block Scheduling	☐	
Year-Round	☐	

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

- **Inquiry based math, science, and social studies investigations**
- **Literature circles and Socratic seminars used to discuss literature**
- **Adventure program linked to academic success**

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☒	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☒	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

PCCS has a strategic plan that is reviewed and revised every year by the Governing Board. The plan includes short-term as well as long-term goals for the school, and which person or group is responsible for facilitating and documenting progress toward the goal(s).

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
To give students experience and encouragement in independent, creative, and critical thinking	**Project-based learning, in-depth investigations**	**always ongoing**	☐ Available for external review
To give students the experience and skills to adapt to, learn from, and initiate change	**Cooperative learning, team-building initiatives, project-based learning, flexible grouping**	**always ongoing**	☐ Available for external review
To build confident, motivated, disciplined, successful learners who will continue learning all their lives	**Character development, Expeditionary Learning Outward Bound design principles, adventure program**	**always ongoing**	☐ Available for external review
To challenge each student and provide the hands-on, real world experiences necessary for mastery of academic disciplines and democracy skills	**Project-based learning, in-depth investigations, cooperative learning, flexible grouping**	**always ongoing**	☐ Available for external review
SCHOOL/OTHER PERFORMANCE GOALS	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
Develop math platform for school	**inservice training, off-site professional development (ELOB math institute)**	☐ Exceeded ☐ Met ☒ **Partially Met** ☐ Did Not Address	**Draft of PCCS math platform** ☒ **Available for external review**
Development of Section II (writing) of the PCCS Literacy Platform	**peer observations, peer critique, collaborative assessment, inservice training, off-site professional development (ELOB writing conference, ELOB literacy conference), faculty book clubs (6+1 Traits of Writing)**	☐ Exceeded ☐ Met ☒ **Partially Met** ☐ Did Not Address	**Draft of writing section of PCCS literacy platform** ☒ **Available for external review**

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	P S ST CM	**1 year**	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 1 ❖ Number of paid consultants to the school: 0 ❖ Frequency with which the board convenes: 2nd Thursday of every month ❖ General meeting times: 6:30 – 10:00 p.m. ❖ Do you follow open meeting laws? ☒ Yes ☐ No
	P S ST CM	**2 years**	
	P S ST CM	**2 years**	
	P S ST CM	**2 years**	
	P S ST CM	**1 year**	
	P S ST CM	**1 year**	
	P S ST CM	**1 year**	
	What is the process for being nominated as a board member? **Parent representatives are elected by the parents at a school event. Teacher representatives are elected by the teachers. The community member is elected by the governing board.**		
	Are there eligibility requirements for becoming a board member? ☐ Yes ☐ No		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	**Dean**	**4 years**	Y ☒ N	Method of selection: **traditional interview process**

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☒	☐	
	Attendance	☒	☐	
	Discipline	☒	☐	
	Grading	☒	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	**$ 1,062,767** Percent of budget going to teacher/instructor salaries: **$323,416** **30%**
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, **$846,754** Enhancement $: ☒ **Technology** ☒ **Reading** ☒ **Gifted/Talented** ☐ LEP ☒ **Lottery** ☐ Other ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☒ **Other Grants $500** ☒ **Donations $2664** ☒ **Other: Fundraisers $7323** For which additional federal funds do you have qualified students? ☐ Title I ☒ Special Education (6B) ☐ Other:_____ Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s):__(name)_____ ☒ Radio ☐ Spanish language news or radio ☒ Other: **speaking to local civic clubs and chamber of commerce groups** ☐ Other: **It is difficult to get into this school because there is a long waiting list and not much turnover. It is dangerous to do too much marketing!**

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: **2** % of students: **1%** # expulsions to date: **0** % of students: # of referrals to date: **23** % of students: **7%**
Student Enrollment	Total: **182** Waiting List (Documented): **250**
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: # Dropped out:____ # Transferred: **12**
Dual Enrollment	Academic % / # In College___/____ % / # In District ___/____ %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District ___/

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	%
	Black	%
	Hispanic	2%
	Native American	%
	White	94%
	Multiracial	4%

Free/reduced lunch eligible	#61	34%
Special Education (tested; not including Gifted & Talented)	#30	17%
Gifted & Talented (tested)	#8	4%
LEP	#	%
Title I	#	%

**If there are major differences above between your school and the district, please explain:*

Males	57%	Children of school organizers	4%
Females	43%	Children of school staff	9%

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: **Expeditionary Learning Outward Bound: inservice training, math institute, literacy institute, regional literacy conference, outdoor educator course,writing conference, national leadership conference, national general conference.** **Other professional development: Project Wet, Environment as an Integrated Context for Learning,** # in Grad. Courses related to courses taught: **4** ☒ Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☐Idaho Certificated Adm. ☒ Consultant Specialist
	☒ Full-time ☐Part-time # Years experience (as Adm.): **4**
Staff Qualifications (Instructional Non-Administrative)	# FT: **8** # PT: **3** # Special Ed Endorsements: **2** # Certified Giving Instruction: **10** # Consultant Specialists: **1** # teaching with BA plus certification test: # Non-Certified Giving Instruction: **0** Avg. Teaching Experience: **9** # with MA Degree from accredited college: **4** # with Ph.D. or Ed.D Degree from accredited college: **0** # Teaching In Areas Outside Endorsements: **0**
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒ No Explain: **It has been two years since we've hired a new teacher and it looks as though we will have another school year with no teacher turnover. We are well known in this community as a cohesive staff. We work hard on maintaining a positive staff culture. Other educators are attracted to that.** How many new teaching positions did you have this year? **0** How many applications did you receive for these positions?
Number of Departing Staff	#: **1 teaching assistant** Reasons For Leaving: **accepted a position at Idaho State University**
Staff Evaluation	*Describe the current process for evaluating staff:* **The Dean evaluates staff. A staff member may ask another person (expert in a certain area) to be on the evaluation team as well.** *What is done with this information? And how, if at all, is it connected with staff development?* **The Dean and staff member discuss the evaluation and a copy is put in the employee's file.**
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☐Yes ☒ No **We will have our first student teacher from Idaho State University in the fall of 2004.**

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	*No information provided*
Business Partnerships (and/or Community Involvement)	*No information provided*
Transportation	*No information provided*
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☒ **Yes** ☐ No # times per week: **4** Participate in Child Nutrition Program ☐ Yes ☐ No *No information provided* **Offer Free/Reduced Lunch: 34%** ☒ **Yes** ☐ No
Other Student Services	Counseling ☒ **On site** ☐ Through district ☐ Under other contract Special Education ☒ **On site** ☐ Through district ☐ Under other contract After School Programs ☒ **On site** ☐ Through district ☐ Under other contract Other: **speech therapy, occupational therapy, physical therapy** ☐ On site ☐ Through district ☒ **Under other contract**
District Services	For which services do you contract with your district? ☐ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll ☒ Other: **Extended Reading Summer Program**

STUDENT ACHIEVEMENT DATA

SCHOOL REPORT CARD

Our school report card can be found at:
http://www.sde.state.id.us/ipd/reportcard/SchoolReportCard3.asp

SECTION ONE

SANDPOINT CHARTER SCHOOL

Sponsoring District: Lake Pend Oreille School District #84

LOCATION: Sandpoint, ID DISTRICTS SERVED: #83, #84, #101	OPENING DATE: August 29, 2002

GRADE LEVELS & STUDENT ORGANIZATION

The range of grades taught and number of students per grade. Also mention any plans to expand grades taught. Students may be organized as multigrade, multiage, skill level, or by traditional grade level configuration. Note if the grade levels, or number of each, offered have changed since the school opened.

2001 –2002 opened with 45 7th graders
2002 –2003 added 8th grade for a total of 90 students
2003 –2004 added 9th graders; using a traditional grade level configuration we have
58 7th graders; **51** 8th graders and **17** 9th graders for a total of **126 students**

☒ Check if grade levels have expanded since your first year (if applicable).

FACILITY:

Describe your school's current facility, including the type of location (e.g., school building, portables, rented business space), information related to handicap access, and how the facility meets or does not meet your program needs.

Handicap Accessible: ☒Yes ☐No
☒Permanent ☐Temporary Square Footage of the Building:28,800 Square Footage of the Total Area: 2+ acres

MISSION:

The mission of the Sandpoint Charter School is to create a community of learners ages 12+ equipped with the two kinds of literacy necessary in the 21st century – ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and responsibly in the life o the community. The Sandpoint Charter School will enable students to become literate, self-motivated, lifelong learners by providing a student-centered environment in which all students will be held to high academic and behavior standards, will work in collaborative relationships within and outside the school, and perform service to the greater community.

CALENDAR: *State the number of school days per year. Describe how your calendar compares with that of your sponsoring district. Note any differences.*

Total number of school days:**170**
Additional teacher contract days: **20**
Does your school calendar follow that of your district? ☐ Yes ☒ No
If not, please briefly explain the difference(s) (e.g., number of additional school days per year).
SCS has a 5 day mid-winter break in February. We are also in school until 3 pm every day.

AMENDMENTS AND WAIVERS:

Have you made any amendments to your original charter? ☒ Yes ☐ No
If yes, please explain briefly. An amendment was made to the original charter due to legal sufficiency requirements after the Charter was granted.
Have you applied for any waivers to any requirements? ☐ Yes ☒ No
How have you taken advantage of exemptions of Board Rule (those not in Code), if at all?
☐ Yes ☒ No

SECTION TWO: Educational Program and Assessment.

EDUCATIONAL PROGRAM

Check all characteristics that can be used to describe your school's program.			☒
Character Instruction	☒	Multiage/Grade	☐
E.D. Hirsch's Core Knowledge	☐	Multiple Intelligences	☐
Foreign Language At All Grades	☐	Service Learning	☒
	☐	Technology as Major Focus	☐
Individual Learning Plans (not Special Ed IEPs)	☒	Thematic/Interdisciplinary	☒
		Hands-On	☒
Exped. Learning Outward Bound (ELOB)	☐		
Project Based (not part of ELOB)			

Check all characteristics that can be used to describe your school's structure.		☒	☒
Extended Year/Day	☐		
Block Scheduling	☐		
Year-Round	☐		

Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:

Check all assessments that your school used this year to measure student performance.			☒
Idaho Reading Indicator	☐	ACT	☐
Direct Mathematics Assessment	☒	(ACT) COMPASS	☐
Nat'l Assessment of Education Progress	☐	Portfolios	☒
Idaho Standards Achievement Test (ISAT)	☒	Individual Education/Learning Plans	☒
Other Norm Referenced Standardized Assessments : *(name)*	☐	District/School Criterion Referenced Tests	☐
		School Developed Assessments	☒

Do you use a continuous school improvement process? Please explain briefly.

SECTION THREE: Performance Goals

DEMONSTRATION OF PROGRESS TOWARD GOALS IN CHARTER			
MEASURABLE EDUCATIONAL STANDARDS (Student Performance Goals)	**METHODS USED TO REACH GOAL**	**RESULTS (Check Level of Accomplishment)**	**DATA FOR EVIDENCE**
Students will show annual progress reflective of age or grade mastery in the following content areas: History, Mathematics, Language Arts, Science, Technology, Study Skills/Habits, Physical Fitness & Health, Arts.	Night of the Notables; Asian Fair; Musical drama 'Cinderella"; power point, video clips; Geo-caching; community speakers	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Rubrics; ISAT tests ; DWA; DMA; Math Counts team ☒Available for external review
Students will be able to define a problem, research solutions and articulate a response.	Portfolios; presentations; visual summaries; Persuasive writing; Asian Fair; Boise Legislative Trip; 9th grade adventure trip; musical performances; Invent ID; ExploraVision; Crime Scenes	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Projects; Portfolios; Inventions; Performances; Participation in Classroom activities and Discussions; [Pictures and powerpoints are available for review] ☒Available for external review
Students will have the opportunity to pursue their passion and develop skills to support their goals	Bicycle Racing; Ski Racing; Chemistry; Baking Chef; Six Life Long Sports; Careers activities; Drama presentations;	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Students signed up to participate in their choice of activity every Wednesday in March; Individual events; ILP's; ☒Available for external review

SCHOOL/OTHER PERFORMANCE GOALS	METHODS USED TO REACH GOAL	RESULTS (Check Level of Accomplishment)	DATA FOR EVIDENCE
Experiential methodologies will be employed in all school classes.	Integrated projects; Personas; Models; Presentations; Water Quality Tests; Cooking chemistry; Math Manipulatives and programs; writing original musical compositions; 7th grade First Experience Initiatives; 8th grade Legislative trip to Boise; 9th grade Integrated Science trip to WA areas.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Pictures and PowerPoint presentations are available: Presentations and Programs; Projects; Classroom participation; ☒Available for external review
Every student will sign a contract agreeing to perform community service both on and off the campus.	9th graders have a Service Learning agreement for 10 hours; Students were not asked to sign a contract, but SCS created activities allowing students to perform service learning throughout the entire year.	☐Exceeded ☒Met ☐Partially Met ☐Did Not Address	Lists of places we performed service learning are available for review ☒Available for external review
Each year, every student will complete community service both on and off campus.	Earth Day Town Clean-up; Arboretum-Arbor Day escorts; Cancer Care Challenge; Parkinson's Booth at Bloomsday; Travers Park Clean-up; Golf ball retrieval at Driving Range; Tutors: individual and elementary school; weekly visits to Evergreen Assisted Living Center, daily and weekly SCS building and campus.	☒Exceeded ☐Met ☐Partially Met ☐Did Not Address	Lists of places we performed service learning are available for review ☒Available for external review

☐ **Check here if any (or all) goals have been formally modified from your original charter.**

We have not formally modified the items in the original Charter. Rather, we have "tweeked" them to be more appropriate and to fit the needs of the students and school. For example, community service with an academic component and opportunity for personal growth is now referred to as service learning.

SECTION FOUR: Governance

GOVERNANCE

	Highlight One: P=Parent S=Staff ST=Student CM=Community Member	Length of time in current position	
Governing Board of the Charter School	**P** S ST CM	5 years	❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: one ❖ Number of paid consultants to the school: one- contract ended Jan. 2004. ❖ Frequency with which the board convenes: once each month unless otherwise needed ❖ General meeting times: 1st Tuesday every month @ 7 p.m. ❖ Do you follow open meeting laws? ☒Yes ☐No ❖ *We have one more parent member who has served 1 year.*
	P S ST CM	4 years	
	P S ST CM	2 years	
	P S ST CM	1 year	
	P S ST CM	1 year	
	P S ST **CM**	5 years	
	P **S** ST CM	1 year	
	What is the process for being nominated as a board member? Individuals interested in becoming board members apply, are interviewed and voted on by setting board members. This next school year a school community ballot procedure will be instituted to fill open positions with final approval by the Board.		
	Are there eligibility requirements for becoming a board member? ☐Yes ☒No *If yes, what are the restrictions?* Our bylaws are in revision. We will have 9 board members none of which are staff. It is set aside that a minimum of 2 members come from the community at-large.		

	Title	Length of time in current position	Also teaches in classroom	*Other Notes Related to Administration*
Administration	Principal	1 year	Y **N**	Method of selection: *Position posted; application, committee interview process, recommendations for hire and final approval of contract by the Board.*

	Name	Check One: Created Own	Check One: Using District's	*Notes Related to Policies*
Policies	Admissions	☐	☐	*We are currently developing policies using the ISBA [Id School Board Assn] policy and procedure manual. Some policies are being adapted for our school.*
	Attendance	☒	☐	
	Discipline	☐	☐	
	Grading	☐	☐	
	Other:	☐	☐	

SECTION FIVE

FINANCIAL INFORMATION	2003-2004
Operating Budget Total dollars available for the school/fiscal year.	$ 890,000 Percent of budget going to teacher/instructor/administrator salaries and benefits : 75.8%
Sources Of Funding Check all sources of funding, such as state/district monies, local tax contributions, grants, and donations (may include non-monetary donations). Check off which types of enhancement monies, if any, you are receiving.	Check all that apply: ☒ State/District, $ 763,641 Enhancement $: ☒ Technology ☐ Reading ☐ Gifted/Talented ☐ LEP ☒ Lottery $2978 ☒ Other interest: $2400 ☐ Local Tax Revenues $_____ ☐ CSRD $_____ ☐ Other Grants $_____ ☐ Donations $_____ ☒ Other: Federal Charter School $ $104,871 For which additional federal funds do you have qualified students? ☒ Title I *We do not receive Title 1 funds.* ☒ Special Education (6B) ☐ Other: Do you participate in district discussion as part of consolidated planning? ☐ Yes ☒ No
RECRUITMENT & MARKETING	Check the methods that you use to recruit and market your school: ☒ Newspaper(s) Bonner County Daily Bee; Spokesman-Review ☒ Radio ☐ Spanish language news or radio ☒ Other: Open House meetings ☐ Other:

STUDENT INFORMATION	2003-2004
Student Discipline When calculating percentages, please do not count students more than once if they have received multiple suspensions.	# suspensions to date: **9** % of students: **7%** # expulsions to date: none % of students: 0 # of referrals to date: **22** % of students: **17%**
Student Enrollment	Total: **126** Waiting List (Documented): None
Number Of Students Leaving *after the beginning of the school year*	Reasons For Leaving: # Dropped out: **0** # Transferred: **9**
Dual Enrollment	Academic: NONE % / # In College___/____ % / # In District ___/____ %/# for Special Education ____/____ Extracurricular % / # In College___/____ % / # In District ___/____

STUDENT PROFILE

Race and ethnicity percentages must total 100 percent

RACE / ETHNICITY		
Must add to 100%	Asian/PacIslr.	2= 1 %
	Black	0%
	Hispanic	1= <1%
	Native American	0%
	White	98%
	Multiracial	0%

Free/reduced lunch eligible	#N/A	%
Special Education (tested; not including Gifted & Talented)	#25	20%
Gifted & Talented (tested)	#0	%
LEP	#1	<1%
Title I	#N/A	%

**If there are major differences above between your school and the district, please explain:*

65 Males	52 %	Children of school organizers	2 %
61 Females	48 %	Children of school staff	2 %

STAFF INFORMATION	2003-2004
Staff Development Opportunities	# & types of opportunities: **Science using Probe ware; Team Collaboration;** # in Grad. Courses related to courses taught: **5** ☒Time is allocated for staff to evaluate, reflect upon and improve student and staff performance.
Administrator Qualifications	CHECK ONE ☒Idaho Certificated Adm. ☐Consultant Specialist
	☒Full-time ☐Part-time # Years experience (as Adm.): 15
Staff Qualifications (Instructional Non-Administrative)	# FT:**9** # PT:**3** # Special Ed Endorsements:**1** # Certified Giving Instruction: **11** # Consultant Specialists: **0** # teaching with BA plus certification test: **0** # Non-Certified Giving Instruction: **0** Avg. Teaching Experience: **12** Years # with MA Degree from accredited college **4** # with Ph.D. or Ed.D Degree from accredited college: **0** # Teaching In Areas Outside Endorsements: **0**
Recruiting of Staff	Do you have difficulty recruiting new staff? ☐Yes ☒No Explain: How many new teaching positions did you have this year**? 4** How many applications did you receive for these positions?**15**
Number of Departing Staff	**#:1** Reasons For Leaving: **illness and death**
Staff Evaluation	*Describe the current process for evaluating staff:* Staff are evaluated by classroom observation, a Performance Rubric adopted by the Board, and a conference between principal and staff person. *What is done with this information? And how, if at all, is it connected with staff development?* The staff member is provided a copy, it is placed in their personnel file, and it is shared with the Board. If several staff members show a similar need for the same type of training, it is recommended that the professional development for the coming year include such training. Individual recommendations are also encouraged.
Student Teachers/Interns	Do you have any student teachers or teacher interns? ☒Yes ☐No *If yes, where do they come from?* North Idaho College

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS & STUDENT SERVICES	2003-2004
Parent & Other Volunteer Involvement	Types Of Involvement: ☐ Tutoring In Classroom ☐ Helping Teachers In Classroom ☐ Instructional Design ☒ PTO/Advisory Committee ☐ Take Work Home ☒ Other: Estimated number of parents participating, on average, per month: **2-3** Estimated number of other volunteers participating, on average, per month: **1**
Business Partnerships (and/or Community Involvement)	We are in the process of developing a list of businesses in our area who are willing to partner with us in a variety of ways.
Transportation	Drive/Are driven in private cars: **47** % Public transportation: **0** % School bus: **18** % District transport: **0** % Walk/Bike: **35** % Other: **0** %
Lunch Services	Lunch provided for students on a *regular basis* (i.e., at least once per week) ☐ Yes ☒ No Participate in Child Nutrition Program ☐ Yes ☒ No Offer Free/Reduced Lunch ☐ Yes ☒ No
Other Student Services	Counseling ☐ On site ☐ Through district ☒ Under other contract Special Education ☒ On site ☐ Through district ☐ Under other contract After School Programs: ☒ On site ☐ Through district ☐ Under other contract Other ☐ On site ☐ Through district ☐ Under other contract
District Services	For which services do you contract with your district? ☒ Transportation ☐ Special Education ☐ Counseling ☐ Staff Development ☐ Payroll

SCHOOL REPORT CARD 2002-2003

STUDENT ACHIEVEMENT DATA